

Period 1: 1491-1607
AP US History ■ Period 1

AP US History

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What we will cover

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Native American Societies Before Contact

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Why Europeans Crossed the Atlantic

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Thinking Like a Historian in Period 1

1

Native American Societies Before Contact

Period 1: 1491-1607

Native American Societies Before Contact

Native American Societies Before Contact

Period 1 runs from 1491 to 1607 – from the eve of European contact to the founding of Jamestown. It exists to explain what the Americas were like *before* Europeans arrived, and what happened when three worlds met.

- In the Southwest, the spread of **maize** 玉米 cultivation northward from present-day Mexico supported permanent settlement, **advanced irrigation** 先进灌溉, and greater social complexity.
- In the Great Basin and the western Great Plains, dry conditions produced largely **mobile lifestyles** 流动性生活方式.
- In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, societies developed **mixed agricultural and hunter-gatherer economies** 农业与狩猎采集混合经济, which favoured permanent villages.
- In the Northwest and present-day California, abundant ocean resources allowed settled communities without farming.

Period 1: 1491-1607

Native American Societies Before Contact

One mechanism, four different inputs

Environment shapes society: maize irrigation in the Southwest, mobility in the Great Basin, mixed economies in the Northeast, ocean resources in the Northwest.

Period 1: 1491-1607

Native American Societies Before Contact

One mechanism, four different inputs, in detail

REGION	ENVIRONMENT	WHAT IT PRODUCED
Southwest	maize spreads north from Mexico	permanent settlement, advanced irrigation
Great Basin & western Plains	dry conditions	largely mobile lifestyles
Northeast, Mississippi Valley, Atlantic seaboard	mixed farming and hunting-gathering	permanent villages
Northwest & California	abundant ocean resources	settled communities WITHOUT farming

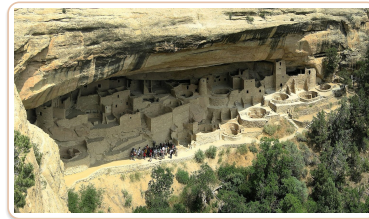
The CED's four regional groupings: one mechanism - environment shapes society - with different inputs

Monks Mound at Cahokia



Monks Mound at Cahokia
- the scale a Mississippian settlement reached without draught animals or the wheel

Cliff Palace, Mesa Verde



Cliff Palace at Mesa Verde
- permanent settlement where maize agriculture could support it

2

Why Europeans Crossed the Atlantic

Why Europeans Crossed the Atlantic

European exploration was driven by a search for **new sources of wealth** 新的财富来源, expanded trade routes, and the spread of **Christianity** 基督教. Spain and Portugal moved first, and Spain's American empire followed.

Two changes made the voyages possible: improvements in **maritime technology** 航海技术, and more organised methods of financing trade, especially the **joint-stock company** 股份公司, which spread the risk of a voyage across many investors.

3

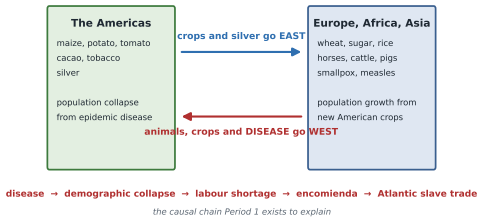
The Columbian Exchange

Both directions, and very different consequences on each side

The **Columbian Exchange** 哥伦布大交换 is the transfer of plants, animals, people, and diseases between the Americas and the rest of the world.

It is the single most important development of Period 1, because almost everything else follows from it.

Both directions, and very different consequences on, in detail



The **Columbian Exchange** 哥伦布大交换 is the transfer of plants, animals, people, and diseases between the Americas and the rest of the world.

Period 1: 1491-1607
└ The Columbian Exchange

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American **silver** 白银 reshaped global trade.

Period 1: 1491-1607
└ The Columbian Exchange

The chain the marks are given for

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4

Labour, Slavery, and Caste in Spanish America

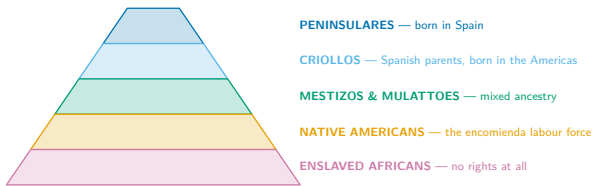
Period 1: 1491-1607
└ Labour, Slavery, and Caste in Spanish America

Labour, Slavery, and Caste in Spanish America

Spain built an economy that needed labour it did not have.

When that labour collapsed with the population, Europeans turned elsewhere: traders **partnered with some West African groups** who already practised slavery to forcibly extract enslaved people, beginning the **Atlantic slave trade** 大西洋奴隶贸易.

A hierarchy fixed by ancestry, and by law



Your place was fixed by **ancestry**, not by wealth or achievement – and it was written into **law**, which is what makes it a caste system rather than a class system

5 Worldviews in Conflict

Worldviews in Conflict

Europeans and Native Americans held **divergent worldviews** 不同的世界观 on religion, gender roles, family, land use, and power. Two ideas about land were especially incompatible: European **private property** 私有财产 against Native American systems of shared use.

As European demands on land and labour grew, Native peoples **resisted** 抵抗 – through accommodation, alliance, trade, and armed conflict.

What contact did to Europe itself

the argument at home	extended contact with Native Americans and Africans fostered a debate over the nature of these peoples – and over how they should be treated
mutual misunderstanding 相互误解	each side read the other's practices through its own categories, over land, religion and authority
epidemic disease 流行病	the largest demographic consequence: Native populations fell by up to 90% in some regions
the encomienda system 委托监护制	Spanish forced labour, and the argument it provoked in Spain itself
mining 采矿 and the potato 马铃薯	American silver financed European states; American crops drove European population growth

The Columbian Exchange runs **both ways**. An answer that describes only what Europe did to the Americas has told half the story the CED asks for.

6 Thinking Like a Historian in Period 1

Thinking Like a Historian in Period 1

Every AP question about Period 1 is really a question about **causation** 因果关系 or **context** 时代背景.

- **Contextualization** 情境化 means placing a development in the broader circumstances that produced it. Period 1 supplies the context for almost every later question about colonisation.
- **Causation** asks what produced a change and what followed from it. The Columbian Exchange is the clearest chain in the whole course: disease caused demographic collapse, which caused a labour shortage, which drove the Atlantic slave trade.

Period 1: 1491-1607 Thinking Like a Historian in Period 1 Worked example – earning the contextualization point 2023 long essay: <i>“Evaluate the extent to which the growth of transatlantic trade changed British North American colonial society.”</i> ■ Scoring: “Transatlantic trade grew out of the Columbian Exchange begun after 1492, which linked the Americas, Europe and West Africa in a single Atlantic system and established the plantation agriculture and coerced labour that later colonial trade depended on.” ■ Period 1 is not the answer – it is the context the answer opens with. The context sentence must connect to the prompt, not merely precede it in time. That connection is the marked part.	Period 1: 1491-1607 Thinking Like a Historian in Period 1 Exam tips ■ Period 1 is short but supplies context for later questions. Learn it as the origin of the Atlantic system, not as a list of dates. ■ The strongest causal chain to memorise: disease → demographic collapse → labour shortage → encomienda → Atlantic slave trade. ■ Name specific regions when describing Native societies. “Native Americans farmed” is too general; the Southwest, Great Basin, Northeast, and Northwest each had a distinct adaptation.
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Period 1: 1491-1607 Thinking Like a Historian in Period 1 Exam tips, continued ■ Keep the Columbian Exchange two-directional. Answers that only describe what Europe gained miss half the concept. ■ Encomienda is a labour system, not a land grant, and the Spanish caste system is a social hierarchy defined by ancestry. ■ For any prompt, identify the task verb first: describe, explain, compare, or evaluate the extent. Each earns points differently.	7 Recap
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Period 1: 1491-1607 Recap Period 1 – key takeaways 1 Native societies name the region: maize, mobility, mixed, ocean 2 Causal chain disease → collapse → labour shortage → slave trade 3 Columbian Exchange two directions – Europe <i>and</i> the Americas 4 Labour encomienda is labour, not land; caste is ancestry	Period 1: 1491-1607 Recap Check yourself 1 Why is “Native Americans farmed” too weak? 2 Write the Period 1 labour chain in four steps. 3 What did the Americas send east besides crops? 4 Is encomienda a land grant? Answers: name the region ▪ disease → collapse → shortage → Atlantic slave trade ▪ silver ▪ no – a labour system
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