

## APUSH Period Review Guides: Period 1 (1491-1607)

**Description:** On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

**Significance of 1491:** Define how this year served as a turning point in United States history paying attention to what changed and what stayed the same before and after this year.

**Significance of 1607:** Define how this year served as a turning point in United States history paying attention to what changed and what stayed the same before and after this year.

### Key Terms as Defined by the Curriculum Framework

**Directions:** This section of the review guide provides all of the key terms defined by the Curriculum Framework for United States History released by the College Board. For the first column, provide a simple definition of the identified term being sure to **keep your definition relevant to the period** as a whole. The second column asks you to relate the word to one of the [Thematic Learning Objectives](#): Identity; Work, Exchange, and Technology; Peopling; Politics and Power; America in the World; Environment and Geography; OR Ideas, Beliefs and Culture. The third column asks that a sentence be written putting the term in context. Be sure to **focus on the significance** of the term. Lastly, identify the **page number in your book where more information** on this term can be found.

| Key Term/Definition     | Relevant Theme | Term in Context | Pg. Number |
|-------------------------|----------------|-----------------|------------|
| maize cultivation       |                |                 |            |
| Great Basin             |                |                 |            |
| Great Plains            |                |                 |            |
| hunter-gatherer economy |                |                 |            |
| agricultural economy    |                |                 |            |

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| <b>permanent villages</b>           |  |  |  |
| <b>Western Hemisphere</b>           |  |  |  |
| <b>Spanish exploration</b>          |  |  |  |
| <b>Portuguese exploration</b>       |  |  |  |
| <b>West Africa</b>                  |  |  |  |
| <b>encomienda system</b>            |  |  |  |
| <b>slave labor</b>                  |  |  |  |
| <b>plantation-based agriculture</b> |  |  |  |
| <b>empire building</b>              |  |  |  |
| <b>feudalism</b>                    |  |  |  |
| <b>capitalism</b>                   |  |  |  |
| <b>white superiority</b>            |  |  |  |
| <b>political autonomy</b>           |  |  |  |
| <b>cultural autonomy</b>            |  |  |  |

## Primary Source Analysis

The analysis of primary sources is integral to your success on the AP US History exam. For purposes of this review exercise, open up the [Gilder-Lehrman Study Guide](#) for the Historical Period you are reviewing. Scroll down to the “Documents” section of the page. You will select two documents which you think are the most important documents during this historical period. You will then provide an extended analysis of those documents including **historical context**, **purpose**, and **perspective**.

### *Primary Source One*

|                            |  |
|----------------------------|--|
| <b>Document Name</b>       |  |
| <b>Author:</b>             |  |
| <b>Perspective:</b>        |  |
| <b>Purpose:</b>            |  |
| <b>Historical Context:</b> |  |

### *Primary Source Two*

|                            |  |
|----------------------------|--|
| <b>Document Name</b>       |  |
| <b>Author:</b>             |  |
| <b>Perspective:</b>        |  |
| <b>Purpose:</b>            |  |
| <b>Historical Context:</b> |  |

## Turning Points in US History

**It is not necessary** for you to memorize hundreds of dates for success on the AP exam; however it is important that you know and understand key turning points in United States history. For this review exercise, a list of years relevant to this historical period have been provided. Use the timelines found on the [Gilder-Lehrman Study Guide](#) to see what they are referencing.

You need to address those years as turning points, analyzing the changes (*box 1*), continuities (*box 2*), and understanding **why the years identified here are considered turning points in US history** (*box 3*).

1491

1555

# Crash Course US History Video Guides

**Directions:** Use the following guides and watch the Crash Course US History episodes relevant to this unit. As you watch the videos, fill in the required information for each of the sections of the graphic organizer.

## The Black Legend, Native Americans, and Spaniards: Crash Course US History #1

1. When the Europeans made contact with North American, what didn't and did Native Americans have?

| Didn't Have... | Did Have... |
|----------------|-------------|
|                |             |

2. What is the range of estimates as to how many Native Americans lived in North America AND what percentage died of disease?

| Native Americans in North America... | Percentage Died from Diseases... |
|--------------------------------------|----------------------------------|
|                                      |                                  |

3. What are 3 differences and similarities among Native Americans in North America?

| Differences | Similarities |
|-------------|--------------|
|             |              |
|             |              |
|             |              |

4. According to the Spanish what made Native Americans the noble savage AND the ignoble savage?

| Noble Savage... | Ignoble Savage... |
|-----------------|-------------------|
|                 |                   |

5. Contrast the Spanish attempts at colonization in Florida and the southwest.

| Florida... | Southwestern America... |
|------------|-------------------------|
|            |                         |

6. Describe Pope and the causes of the Pueblo revolt as well as the results/consequences of the revolt.

| Causes... | Consequences... |
|-----------|-----------------|
|           |                 |

7. Contrast Sepulveda's and Bartolome de Las Casas' view of Native Americans.

| Sepulveda... | Bartolome... |
|--------------|--------------|
|              |              |

8. What is the Black Legend, what's true about the legend, AND how did England "use" the legend?

| Black Legend... | Truth... | Uses... |
|-----------------|----------|---------|
|                 |          |         |

