

## 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

## How to Use the Evidence Planner

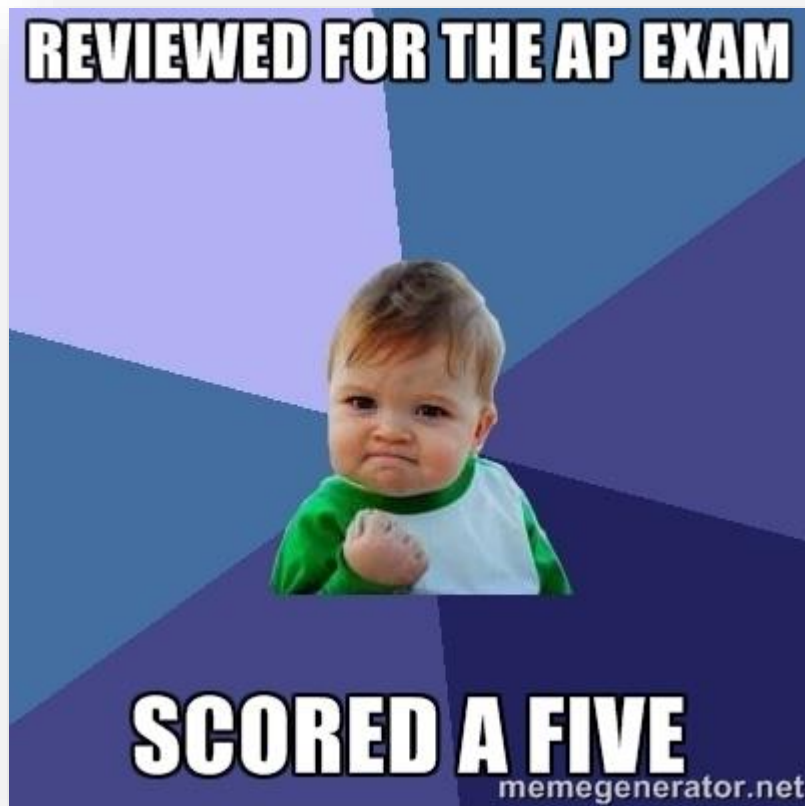
**Directions:** From the College Board: “Students will need to demonstrate a strong knowledge of at least **one** example of each of the concepts in the concept outline to use as evidence when responding to written questions.” This section of the review guide provides the student a method through which **evidence** in response to each of the key concepts can be organized.

In order to help you investigate the key concepts in the AP U.S. History course, you must select specific groups, events, individuals, dates, or other historical details that you consider relevant. In addition, rather than trying to cover all possible examples of a particular concept, you should select fewer examples to learn in depth.

For example, rather than giving cursory treatment to every example of America’s “economic, diplomatic, and military initiatives in the Western Hemisphere” in the period 1800–1848 (Key Concept 4.3.I.A), students should choose one to learn well (examples: Embargo Act, Monroe Doctrine, Louisiana Purchase, or War of 1812). AP Exam questions will not require that all students know the same example of such initiatives. Instead, AP Exam questions will reward students for writing accurately about the initiative(s) they focused their studies on.

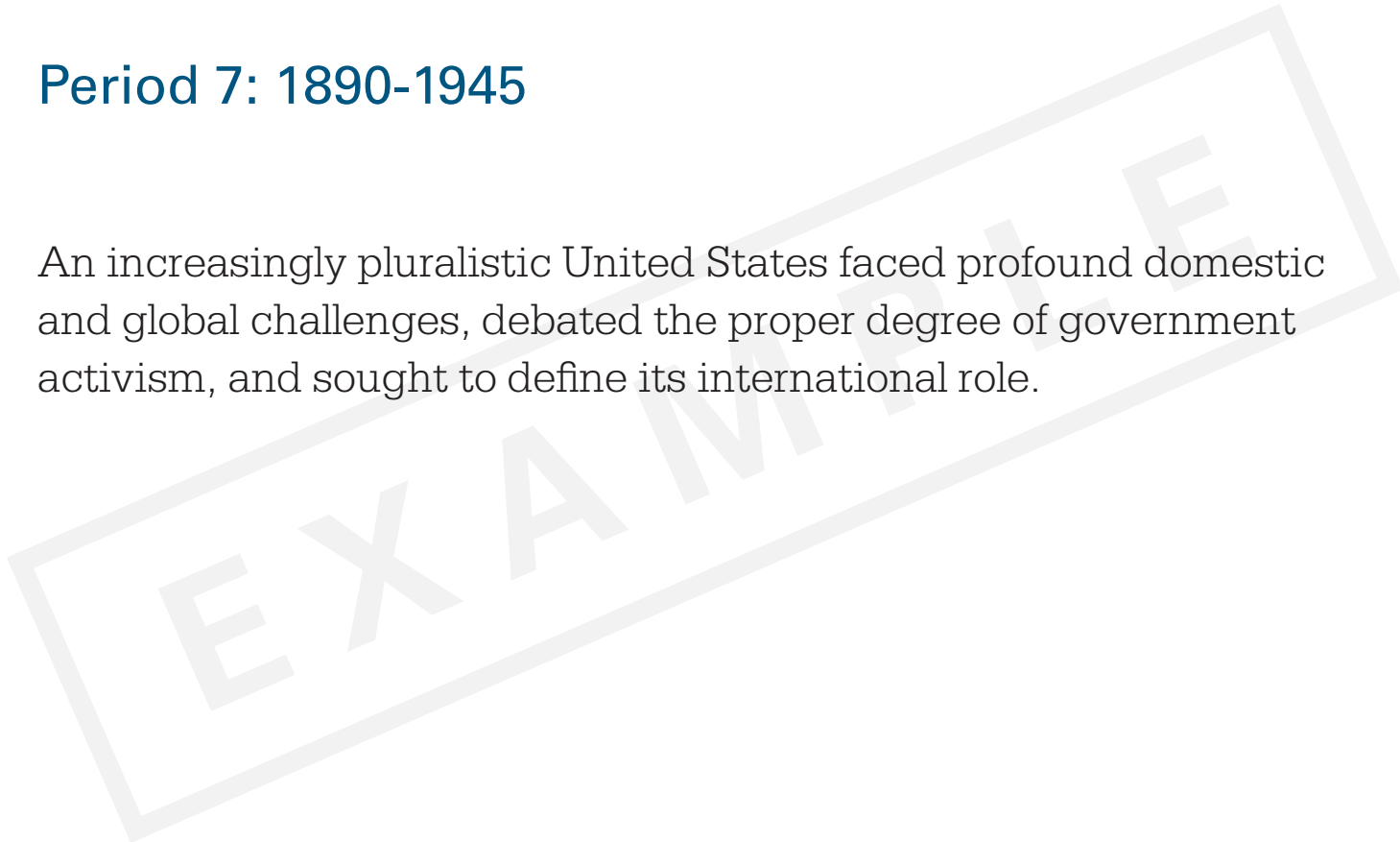
In the pages that follow, space is provided for you to insert the specific content (individuals, events, documents, etc.) you choose to focus on in your preparation for the AP U.S. History exam. Another column is provided for you to provide the primary sources you’ve analyzed relevant to the key concepts. An example of possible content choices are provided for Period 7 (addressing World War II) developed by the College Board.

This resource will help you track and review the content covered for each of the Key Concepts. The evidences you review through this document will serve as an excellent resource in your preparations for the AP US History Exam.



## Period 7: 1890-1945

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.



**Key Concept**  
**PRIORITIZED BY COLLEGES FOR CREDIT**

**TEACHER-SELECTED**  
examples of individuals,  
groups, and movements to  
investigate the Key Concept

**TEACHER-SELECTED**  
primary and secondary sources  
for students to examine the  
Key Concept in depth

**Focus of AP**  
**Exam questions:**

**KEY CONCEPT 7.3:** Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

III. The involvement of the United States in World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.

A) The mass mobilization of American society to supply troops for the war effort and a workforce on the home front ended the Great Depression and provided opportunities for women and minorities to improve their socioeconomic positions

- › *The draft*
- › *War Refugee Board*
- › *Tuskegee Airmen*

- › *Franklin Roosevelt, “Day of Infamy” Speech*
- › *Ronald Takaki, Double Victory*

B) Wartime experiences, such as the internment of Japanese Americans, challenges to civil liberties, debates over race and segregation, and the decision to drop the atomic bomb raised questions about American values.

- › *Fair Employment Practices Commission, 1943*
- › *“Zoot Suit” Riots*

- › *Supreme Court decision in Korematsu v. United States*
- › *Freda Kerchwey, “A Program of Inaction” (on U.S. inaction against the Holocaust)*
- › *Eisenhower’s memoir The White House Years (on the decision to drop the atomic bomb)*

**Thematic Learning Objectives**

**WOR-4:** Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes

**WOR-7:** Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish American War, World Wars I and II, and the Cold War, and explain how U.S involvement in these conflicts has altered the U.S. role in world affairs

**ID-3:** Analyze how U.S. involvement in international crises such as the Spanish-American war, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century

**ID-6:** Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

**POL-5:** Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

## Period 1: 1491–1607

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



**Key Concept**  
**PRIORITIZED BY COLLEGES FOR CREDIT**

**TEACHER-SELECTED**  
examples of individuals,  
groups, and movements to  
investigate the Key Concept

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primary and secondary sources  
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Key Concept in depth

**Focus of AP**  
**Exam questions:**

**Key Concept 1.1:** 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.

I. 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.

A) 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.

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

C) 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.

**Thematic Learning Objectives**

**PEO-1:** Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)

**ENV-1:** Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

**ENV-2:** Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period

**Key Concept**  
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Key Concept in depth

**Focus of AP**  
**Exam questions:**

**Key Concept 1.2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

- |   |  |
|---|--|
| <p>I. 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>A) Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.</p> |
|   | <p>B) Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.</p>   |

**Thematic Learning Objectives**

- PEO-4:** Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans
- PEO-5:** Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century
- ENV-1:** Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period
- WXT-1:** Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies
- WXT-4:** Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century
- WOR-1:** Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

Period 1: 1491–1607

Key Concept PRIORITIZED BY COLLEGES FOR CREDIT	TEACHER-SELECTED examples of individuals, groups, and movements to investigate the Key Concept	TEACHER-SELECTED primary and secondary sources for students to examine the Key Concept in depth	Focus of AP Exam questions:
<p>C) The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere.</p> <hr/> <p>D) In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.</p>			<p><b>Thematic Learning Objectives</b></p> <p><b>PEO-4:</b> Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans</p> <p><b>PEO-5:</b> Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century</p> <p><b>ENV-1:</b> Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period</p> <p><b>WXT-1:</b> Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies</p> <p><b>WXT-4:</b> Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century</p> <p><b>WOR-1:</b> Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period</p>

**Period 1: 1491–1607**

<p><b>Key Concept</b> <b>PRIORITIZED BY COLLEGES FOR CREDIT</b></p>	<p><b>TEACHER-SELECTED</b> <b>examples of individuals,</b> <b>groups, and movements to</b> <b>investigate the Key Concept</b></p>	<p><b>TEACHER-SELECTED</b> <b>primary and secondary sources</b> <b>for students to examine the</b> <b>Key Concept in depth</b></p>	<p><b>Focus of AP</b> <b>Exam questions:</b></p>
<p>II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>A) European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.</p>		<p><b>Thematic Learning Objectives</b></p> <p><b>ENV-1:</b> Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period</p> <p><b>ENV-4:</b> Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction</p> <p><b>WXT-1:</b> Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies</p> <p><b>WOR-1:</b> Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period</p> <p><b>POL-1:</b> Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period</p>
	<p>B) New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.</p>		
	<p>C) Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.</p>		

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**Focus of AP**  
**Exam questions:**

**Key Concept 1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.

A) With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.

B) Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.

**Thematic Learning Objectives**

**CUL-1:** Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

**Period 1: 1491–1607**

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<p>II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. (ID-4) (POL-1) (CUL-1) (ENV-2)</p>	<p>A) European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.</p>		<p><b>Thematic Learning Objectives</b></p> <p><b>ID-4:</b> Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era</p> <p><b>POL-1:</b> Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period</p> <p><b>CUL-1:</b> Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts</p> <p><b>ENV-2:</b> Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period</p>
	<p>B) In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.</p>		