Question 2

Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures.

Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s.

New England
Chesapeake
Spanish Southwest
New York and New France

The 8–9 Essay
• Contains a clear, well-developed thesis that addresses BOTH American Indian and European actions and a variety of relationships in TWO regions.
• Develops the thesis with substantial, relevant historical information on BOTH American Indians and Europeans.
• Provides effective analysis of how the actions of BOTH shaped or altered the relationships.
• Treatment of the two regions may be somewhat uneven.
• May contain minor errors.
• Is clearly organized and written.

The 5–7 Essay
• Contains a thesis that may be partially developed in addressing both actions and relationships.
• Supports the thesis with some relevant, historical information.
• Provides some analysis of the impact of the actions on the relationships.
• Discusses two regions, but one may be more developed than the other.
• May contain errors that do not seriously detract from the quality of the essay.
• Has acceptable organization and writing.

The 2–4 Essay
• May paraphrase the question or contain a confused or unfocused thesis.
• Provides few relevant facts, or lists facts with little or no application to the question.
• Has little or no analysis of one or both regions.
• May contain only generalizations about the regions and/or relationships.
• May contain major errors.
• May be poorly organized and/or written.

The 0–1 Essay
• Lacks a thesis or simply restates the question.
• Demonstrates an incompetent or inappropriate response.
• Has little or no understanding of the question.
• Contains substantial errors, both major and minor.
• Is poorly organized and/or written.

The — Essay
• Is completely off topic or blank.
### General
- Black Legend
- Columbian Exchange
- Death from disease—smallpox
- First Thanksgiving
- Gold-seeking Europeans
- Landownership difference
- No common Indian language

### Chesapeake
- Berkeley, Bacon’s Rebellion (1676)
- De la Warr, Irish tactics against Indians
- First and Second Powhatan Wars (1610-46)
- Headright system, land from Indians
- Initial help of Indians in Jamestown
- Powhatan Confederacy
- Rolfe, John and Pocahontas
- Smith, John
- Tobacco, land need
- Treaty of Middle Plantation (1677, 1680)

### New England
- Few conversions
- Fish in soil—fertilizer
- Hutchinson, Anne, killed by Indians
- King Philip’s War (1676), Indians as slaves
- Miscegenation rare in New England
- Pequot War (1637), Narragansetts
- Pilgrims on old Indian village
- Praying towns, John Eliot (translate Bible)
- Sassomen, John, spy, Algonquins
- Some tribes join against Philip
- Squanto, Massasoit
- Wampanoags, Metacom (Philip)
- Williams, Roger, buying land

### Spanish Southwest
- Conversion of natives
- Division among Pueblo Indians
- Encomienda, forced labor or slavery
- Haciendas, feudal
- Kachinas—divine ancestral spirit
- Mestizo, creolization
- Missions
- Onate, Juan, Acoma Rebellion (1599)
- Pueblo revolt (1680), Pope

### New York/New France
- Captivity tale
- Coureur de bois
- Dutch, French difference
- Five Nations
- French mercantilism
- Fur trade, Dutch, French
- Intermarriage, Metis
- Manhattan Island (1626)
- Mystic River Massacre (1637)
- New England Confederation (1643)
- Standish, Miles
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**2008 SCORING GUIDELINES**

**Question 2 Fact Sheet (continued)**

**Information Outside Time Period that Could be Used Properly as Introductory or Concluding Material or Incorrectly in Place of the Proper Information**

<table>
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<td>Chief Joseph/Nez Perce</td>
<td>Manifest Destiny</td>
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<td>Conquistadors</td>
<td>Mayans, Aztecs, Cortez</td>
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<td>Dawes Severalty Act</td>
<td>Pontiac’s Rebellion</td>
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<td>French and Indian War</td>
<td>Proclamation of 1763</td>
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<td>Hispaniola</td>
<td>Vikings</td>
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<td>Indian Removal Act</td>
<td>Wounded Knee</td>
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<td>Jackson/Trail of Tears</td>
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**Wrong Information**

<table>
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<tr>
<td>African slaves in Spanish Southwest</td>
<td>Rice and sugar in Virginia</td>
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<tr>
<td>Buffalo</td>
<td>Spanish did not mistreat Indians</td>
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<td>Indians always peaceful before Europeans</td>
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The presence of a frontier changed the face of Western humanist civilization for centuries after Columbus' landing. One key aspect of that frontier were the Native Americans and their relationship with European newcomers. The relationship between American Indians and European colonists was ultimately one antagonistic one, caused mainly by European expansionism and intolerance of indigenous culture. This is clear in examining the relationship between Europeans and Native Americans in New England, and then the Spanish Southwest.

In 1620, the first permanent English settlers of what would come to be New England signed the Mayflower Compact and landed in Massachusetts, near Plymouth Rock. The colony's first year was a disaster as the settlers did not understand how to grow crops or survive in a new, unfamiliar environment. In 1621, however, with help from local Native Americans, the colonists endured and ultimately thrived. This would seem to establish a paradigm for the future of European-Indian relations, but it did not. Ironically, the English settlers regarded the Native Americans by pushing them off their lands, overhunting, infecting them with European diseases, and most significantly, trying to 'Christianize' them. In 1630, Massachusetts Bay Colony was founded, paving the way for the acceleration of the settlement of New England and further conflict with American Indians. Initially, the Native Americans were shocked by the actions of the Europeans, but later committed atrocities as well such as the killing of the exiled Anne Hutchinson and her entire family, some one person. By that time, decades into the settlement of New England, the Native Americans were dying and being forced out of their homes at rapid rates. In addition, they had been emboldened by some success.
to guns and other technology. Ultimately, the root of negative American Indian actions was not expansionism or intolerance as it was in the case of the Europeans, but rather was a natural response to oppression.

The antagonism of Europeans towards the native inhabitants of the North American continent can be further examined in the context of the Spanish Southwest. Coronado's 1541 expedition through the Southwest constituted Spain's first contact with the Native Americans of North America. Once again, expansionism and intolerance would cause European oppression of an entire indigenous people. Until the 1600's, Spain had largely ignored North Americans as a worthless wasteland. But by 1600 South and Central America (and its natives) were fully subjugated under European rule. So expansionism drove the Spanish north. From the outset, the Spanish mentality had been to immediately crush any natives militarily, then enslave and 'Christianize' the rest. This had been done to the Aztecs, the Mayans, and the Incas, etc. and carried over to the Southwest. At the Battle of Aragon in 1631, the Spanish cut a foot from each survivor from the Pueblos. Then, in a characteristically antagonistic and intolerant manner, the Spaniards established an network of churches and missions throughout New Mexico. The practice of slavery continued and so did the Spanish proselytizing. until Pope's Rebellion in 1680. The Indians rose up and revolted against the Spanish, destroying every Catholic church in the province of New Mexico, thus highlighting the basis of their violence. The Spanish had used religion as justification for the enslavement and exploitation, as well as for
The destruction of native pueblo and other tribes' culture, so the Native Americans naturally focused their violence on the economic and religious center of Spanish activity. While American Indians' violence cannot be fully justified, it can be understood.

In closing, while the frontier drove centuries of technological and social progress, as well as opening two continents to exploration and settlement, it also had negative side effects. The relationship between Europeans and Indians was affected by both sides that was ultimately antagonistic and rooted in European expansionism and intolerance.
In the 1600s, European powers began to see America as a valuable resource, and many wanted in on the profit. What they found was a land rich in resources and rich in its diversity as of native societies. How European settlers and native Americans reacted to each other set the background for tension relationships in the future. Actions taken by both European colonists and native Americans shaped relationships in the Spanish Southwest and New York and New France.

The Spanish were the first to arrive in the Americas, and Spanish-native American relations have been an interesting history. Spanish came looking for wealth. They settled to using natives as a source of labor, and often set about trying to convert the natives to Catholicism. They did this with emissions—a church or outpost set up in a village. Within the Spanish colonists, there was some intermarriage with the natives, resulting in the mestizo class—a middle class composed of those with mixed Spanish and native
heiritage. The Spanish used Indian woman natures for labor, and the whites sometimes revolted. One such revolt was the Pueblo Revolt. Natives often tried to band together and outrun Spanish rule, but missions and villages were separated by long distances. The relationships, then, between Spanish and Native Americans were tense. While some did intermarry, the cultures remained distinct. One aspect of Native American culture that the Spanish tried to rid the Native Americans of was their polytheistic religions. This led to more revolts and a tension between Spanish settlers and the American Indians.

The French in New France had a different way of interacting with Native Americans. While the Spanish limited intermarriage, the French embraced it—learning to live with and in Indian culture. The French came to the Americas mainly for the fur trade, and in dealing with Native Americans their trade prospered. The Dutch came to New York also primarily to trade, and neither culture forced themselves on the Native American
cultures. Some French missionaries did come to North America to live with and attempt to convert the Natives. In one instance two French missionaries were killed by the Iroquois nation, but violence toward the French was less common than violence toward other colonists—Spanish, English etc. The French profited greatly out of their relations with Native Americans. The American Indians served as guides and often traded with the French. While some violence did occur, the balance between French and Native interests was a relatively even one.

Several connections can be made between the French and Spanish's respective relations with Native Americans. Both came to extract wealth from the New World, and to some extent both managed Indian relations. The way both countries went about these relations was different. The French sought furs— and did not bother with working or converting native Americans. In New York and New France the French and the Indians were not involved with the other, but neither tried to take over the other. In the Spanish southwest the Spanish colonists often had a different idea—they
wanted to take the natives and change them and their lifestyle—resulting in more violence and more protests. Indian relations in the future would show the same tendencies—causing relationships to slowly sink from bad to worse.
The history of relations between colonists and Native Americans tends to weave a sad story. However, in the 1600s, relations were not nearly as tenuous as in some cases. Relations between New England and American Indians were generally pretty good while the Spanish Southwest was a different story.

The story of New Englanders and American Indians is usually one of cooperation. Upon arriving in the region, colonists lacked the skills to survive the harsh winters. The majority of the colonists did not survive the first winter. However, the second was made much easier thanks to the intervention of the Natives. They taught the colonists important concepts such as storing food for the winter so as to avoid braving the freezing temperatures to hunt and store off food. In return, colonists introduced the Natives to European goods they had never seen before. This cooperation resulted in a massive feast, a tradition we still know today as Thanksgiving.

The Spanish Southwest is an entirely different matter. Entire civilizations were massed by the Spanish in what is now Mexico. Since the climate was harsh and much easier to survive in, the Spanish colonists had no need for the Native Americans. In fact, they were viewed as somewhat of a nuisance and were either forced off their lands or eliminated when they got in the way of Spanish settlers.
Native Americans had little recourse. They were fighting Spanish muskets and steel swords with wooden spears and arrows. Their only choice was fight or flight.

Relationships in these early encounters between American Indians and European colonists varied due to culture, and sometimes even due to weather. These differences are evident even today, with the New England relations celebrated by Thanksgiving and abandoned cliff dwellings and the sad eyes of the Navajo living on reservations serve as a reminder of the Spanish Southwest.
Overview

The intent of the question was for students to analyze how actions taken by both American Indians and European colonists shaped the relationships between the two groups. Students were asked to discuss these relationships in two regions, out of a choice of four (New England, Chesapeake, Spanish Southwest, or New York and New France), in seventeenth-century North America. The intent as well was for students to examine how new cultural norms emerged from the contact of Europeans and American Indians. Students were expected to recognize the activist nature of American Indians as well as the Europeans and understand that the relationship between the two was not static and unchanging over the course of the century. In addition, the question was meant to encourage students to express an understanding that seventeenth-century North America was made up of a variety of European and American Indian cultures with diverse value systems, based on the motivations of each group and the circumstances in which they found themselves. Overall, students were expected to demonstrate comprehension of the diverse origins and foundations of the United States.

Sample: 2A
Score: 8

The essay has a subtle thesis that attempts to link the colonization of North America within a larger ideological context. The detailed treatment of the Spanish Southwest is not matched by that of New England. There is an insufficient level of detail that focuses specifically on the relationships between Europeans and American Indians.

Sample: 2B
Score: 5

The essay has a partially developed thesis supported with some relevant, accurate information on the Spanish Southwest. It lacks balance in its general treatment of New France/New York. The essay makes a good differentiation of the Spanish and French treatment of the American Indians.

Sample: 2C
Score: 3

This essay has a very general thesis with minimal specific details. It contains some facts (e.g., Thanksgiving), but the analysis of the American Indian–English relationship in New England is simplistic. The essay provides an accurate general characterization of the Spanish settlement in the Southwest but few specific facts.