

Unit 1: 1491-1607

Unit 1 covers the varied Native societies of North America before Jamestown, Europe's motives for crossing the Atlantic, the Columbian Exchange, and the labor and caste systems Spain built in its colonies. Topics 1.2 through 1.6.

AP U.S. History

1491-1607

4-6% of the exam

About 20 minutes to read

How to use this guide

Read this guide straight through the first time. It begins with how environments shaped Native societies long before 1492, then follows European motives for wealth, competition, and conversion across the Atlantic. The exchange of crops, animals, minerals, and disease that followed reshaped both hemispheres, and Spain's labor systems, including the *encomienda* system and African slavery, helped produce the caste order that defined its colonies.

After that first read, use the trap boxes to review the misconceptions the exam targets, use the tables to compare societies and systems side by side, and work through the practice questions. Finish with the six recall checks at the end of the guide, and review any item you cannot explain out loud by returning to the flashcards in Rycal.

What this unit is worth. Unit 1 makes up 4 to 6 percent of the AP exam, tied with Unit 9 for the smallest share of any unit. Ideas from this unit appear again in later periods, including the Columbian Exchange, systems of forced labor, and clashes between worldviews, and you can use them as evidence in essays about those periods.

1.2 Native American Societies Before European Contact

Native life before European contact was not the same across North America. The continent held many societies, and each one fit its environment. Deserts, grasslands, forests, and coastlines produced different economies, different settlement patterns, and different social structures, and the exam tests whether you can describe that variety.

The turning point for many societies was **maize cultivation**, which spread from present-day Mexico northward into the American Southwest and beyond. Reliable corn harvests supported settled villages, advanced irrigation, economic development, and social diversification. Where maize took hold, populations grew denser and societies grew more complex.

The Southwest gives the clearest example. The **Hohokam** and the **Pueblo** peoples built maize-based societies, with Acoma Pueblo, whose mesa-top village (inhabited since about 1150) is often called the oldest continuously inhabited community in North America, a title Taos Pueblo also claims. In the arid Great Basin, the **Apache**, **Shoshone**, and **Ute** developed largely mobile lifestyles suited to dry land and

grasslands. Along the Northeast and Atlantic seaboard, the **Delaware (Lenape)** mixed farming with hunting and gathering in permanent villages, while the **Haudenosaunee (Iroquois)** built a powerful northeastern society. On the Northwest coast, the **Aleuts, Chinook, and Tlingit** drew on the ocean's abundance through hunting and gathering. The **Secotan**, an Algonquian-speaking people near the later Roanoke colony, were recorded in watercolor by an English artist in the 1580s, giving a rare visual record of Atlantic seaboard life on the eve of contact.

WHERE MAIZE WORKED	WHERE IT DID NOT
Southwest (Hohokam, Pueblo): settled villages, irrigation	Great Basin (Apache, Shoshone, Ute): mobile lifestyles
Northeast (Delaware, Haudenosaunee): permanent villages, mixed economies	Northwest coast (Aleuts, Chinook, Tlingit): ocean hunting and gathering
Outcome: denser populations, social diversification	Outcome: smaller, mobile groups adapted to aridity or abundance

In this topic the exam usually asks about cause and effect, and the pattern is that environment helps explain why societies differed. Maize made settled life possible, and settled life made greater complexity possible. Irrigation, denser villages, and more varied social roles all followed from a reliable corn surplus. Where the land did not support maize, societies met the same survival needs in other ways. The Apache, Shoshone, and Ute built mobile lives suited to aridity and grasslands, while the Aleuts, Chinook, and Tlingit developed cultures based on ocean resources without farming. The exam often asks you to compare cases like these.

This topic also sets up the rest of the course. Later units test how Europeans encountered different societies in different ways. The Spanish confronted the maize-growing Pueblo peoples of the Southwest, the French traded with peoples of the interior, and the English displaced farming villages along the Atlantic seaboard. Knowing the pre-contact map helps you explain why those encounters took different forms. The visual sources matter as well. John White's watercolors of the Secotan from 1585 to 1587 are among the few images of Atlantic seaboard life from just before contact, so the exam can ask what a source like that shows and what it does not show. Acoma Pueblo, often called the oldest continuously inhabited community in North America (a title Taos Pueblo also claims), shows that societies in the Southwest were settled long before Europeans arrived.

On the exam, this topic usually appears in comparison or causation questions rather than as simple recall. A question may give you two societies and ask why they differed, or give you an environment and ask what kind of society developed there. In each case you need to name the environment, then the economic adaptation, then the social result. In the Pueblo maize villages, arid land and irrigation supported settled and more complex communities. In the Great Basin, aridity without reliable water led to mobile ways of life. On the Northwest coast, abundant ocean resources supported developed cultures without farming. You can apply that same three-step chain to any pair of societies a question gives you.

Trap: treating Native societies as one culture. The exam expects you to explain how environment shaped differences between societies, such as mobile Great Basin peoples compared with settled maize-growing Pueblo villages.

The Unit 1 flashcards in Rycal include this contrast. Run through them until you can explain how environment shaped each society without checking the answer first.

1.3 European Exploration in the Americas

Europeans crossed the Atlantic for specific reasons rather than from curiosity alone. The CED names three motives for exploration. They were wealth, economic and military competition with rival powers, and the spread of Christianity. Every explorer and promoter in this topic illustrates one or more of those motives.

Richard Hakluyt made the English case in writing. His 1584 **A Discourse Concerning Western Planting** set out twenty-one chapters of argument for why Queen Elizabeth I should back colonies in the Americas, and the list covers riches, an edge over Spain, and Protestant footholds. **Christopher Columbus** left his own record of the motive of conquest in a 1493 letter written after his first voyage, describing the Caribbean islands for a Spanish patron. A generation later, the French explorer **Samuel de Champlain** summarized his rationale for exploration in a letter to the Queen Regent, included in his voyages of 1604 to 1618.

Read the three motive documents as a set. Each one is a piece of persuasion written for a person with power. Hakluyt's Discourse laid twenty-one chapters of argument before Queen Elizabeth I. Columbus's 1493 letter reported the Caribbean to his patron Luis de Santangel. Champlain's letter to the Queen Regent, bound into his Voyages of 1604 to 1618, summarized his reasons for a regent who controlled French backing. The empires and decades differed, but the three motives of wealth, competition with rivals, and the spread of Christianity stayed the same, and each writer addressed someone who could pay for the next voyage. When the exam gives you one of these sources, consider who the author was trying to persuade.

The order in which the empires expanded is also an exam point. Spain moved first, with conquest in the Caribbean and Mexico. England's promoters, including Hakluyt writing in 1584, came later and wrote against Spain. In their writing, the competition motive was an argument for catching up with a rival that already had an empire. Exploration took place as a rivalry between powers rather than as a solitary adventure, and that rivalry helps explain why the colonial systems in Unit 2 developed differently. Spain's earlier start shaped its conquest and labor empire, while England's later entry shaped its settler colonies.

The exam uses these documents in a limited number of ways. It will not ask you to list Hakluyt's twenty-one chapters. It may ask which motive a document illustrates, what the documents share across empires, or what they show about who financed exploration. Exploration was expensive, and states and patrons paid for it, while the men who wanted that support made the case for it in writing. If you keep the three motives in mind, you can match each document to the motive it illustrates.

Trap: calling exploration an accident of bold sailors. The documents the exam uses were written to persuade monarchs to support empire, and they argue from wealth, rivalry, and religion.

1.4 Columbian Exchange, Spanish Exploration, and Conquest

The **Columbian Exchange** is the transfer of crops, animals, mineral wealth, and diseases between Europe and the Americas after 1492. Its effects ran in both directions. On the European side, which the exam emphasizes, new crops from the Americas such as the potato stimulated population growth in Europe, while new mineral wealth, mined by enslaved Indigenous labor at places like **Potosi** in the Spanish Americas, helped push Europe's long shift from feudalism toward capitalism.

Improvements in maritime technology, including the **caravel**, a Portuguese sailing ship with lateen sails that crossed the Atlantic faster and farther, and the **magnetic compass**, made long ocean voyages practical. On the financial side, **joint-stock companies** offered a more organized way to fund international trade, spreading the risk of expensive voyages across many investors.

Europeans also carried **crowd diseases** to the Americas. These were contagious illnesses that had developed in Europe's dense cities, and Indigenous peoples had no immunity to them. **Smallpox** epidemics devastated Native populations, including a 1633 to 1634 outbreak in southern New England recorded by an English colonist. Disease did more than any army to break Indigenous societies, and the exam expects you to consider it alongside conquest.

Hernan Cortes conquered the **Aztec Empire** of Mexico, but the best-known visual record of that conquest was made by his Indigenous allies, the Tlaxcalans, who were enemies of the Aztec. Their **Lienzo de Tlaxcala**, painted around 1550, tells the story from a Tlaxcalan perspective and includes Spanish soldiers on horseback. Because Tlaxcalans created the Lienzo, it shows the conquest from their point of view, which affects what you can use it to show.

You need to describe both directions of the Exchange in an answer. On the European side, new crops such as the potato supported population growth, and mineral wealth from places like the silver mines of Potosi, worked by enslaved Indigenous labor, helped push Europe's long shift from feudalism toward capitalism. On the American side, the same network carried crowd diseases that had developed in Europe's dense cities, including smallpox, and a 1633 to 1634 epidemic in southern New England, recorded by an English colonist, shows that these epidemics continued into the colonial period. Technology and finance supported the system as well. The caravel with its lateen sails and the magnetic compass made repeated crossings possible, and joint-stock companies spread the cost across investors, which helped turn single voyages into a continuing system.

The account of conquest changes depending on who created the source. Cortes conquered the Aztec Empire, but the Lienzo de Tlaxcala, painted around 1550, tells the story from the side of the Tlaxcalans, who were enemies of the Aztec and fought beside the Spanish. On the exam you need to consider authorship when you decide what a source can show. A Tlaxcalan account can show that conquest involved a coalition rather than Spanish forces alone, but it cannot describe events from an Aztec point of view. When a question asks what a source demonstrates, start by identifying who made it and why.

Trap: listing only goods in the Columbian Exchange. Disease and labor also belong in the answer. The same exchange that contributed to population growth in Europe also contributed to population collapse among Indigenous peoples in the Americas.

Trap: picturing conquest as Europeans against a united Indigenous front. The Tlaxcalans allied with Cortes against the Aztec, and in the Mixton War the Spanish fought the Caxcanes alongside their Tlaxcalan allies. Conquest often depended on Indigenous coalitions, and the exam uses sources like the Lienzo to test whether you recognize that pattern.

1.5 Labor, Slavery, and Caste in the Spanish Colonial System

Spain's American empire depended on coerced labor, and its first labor system relied on Indigenous workers. The **encomienda system** granted Spanish colonists, the **encomenderos**, command over Native labor to work plantations and extract precious metals and other resources. A 1585 training manual for priests in Mexico, the **Directory of Confessors**, shows churchmen considering what that relationship did to both sides.

Spain also created a legal justification for conquest. The **Requerimiento** of 1513 was a document meant to be read aloud, in Spanish, to Indigenous peoples. It asserted Spanish authority before conquest proceeded. In the CED it links conquest to the encomienda system and to the social order that followed.

That social order was the **caste system**, which sorted the empire's mixed population of Europeans, Africans, and Native Americans into defined statuses under law and custom.

African slavery developed through trade partnerships as well as capture. European traders worked with West African groups who already practiced slavery, a trade discussed in a letter from **Dom Joao III of Portugal** to the king of Kongo about the export of enslaved people from Africa. As Indigenous populations fell to disease and overwork, enslaved African labor became increasingly central to colonial economies.

The labor systems in this section developed in sequence. The encomienda system came first, granting encomenderos command over Indigenous labor for plantations and mines. The Indigenous workforce then declined sharply because disease and overwork killed many of the people the system depended on. African slavery expanded as that labor supply fell. It entered through trade partnerships between European merchants and West African groups who already practiced slavery, an arrangement discussed in Dom Joao III of Portugal's letter to the king of Kongo. The mines and plantations still needed workers, but the source of labor changed. The exam tests this chain from disease to labor shortage to increased reliance on enslaved Africans. A similar pattern appears in the Chesapeake colonies in Unit 2, where indentured servants were gradually replaced by enslaved Africans for similar reasons.

Spain gave conquest and labor a legal form and also debated their effects within the church. The Requerimiento of 1513 was meant to be read aloud in Spanish to Indigenous peoples. It asserted Spanish authority before conquest began and provided a legal procedure for the violence that followed. The Directory of Confessors, a 1585 training manual for priests in Mexico, shows churchmen considering what the encomienda relationship did to encomenderos and to Indigenous people. The caste system ranked Europeans, Africans, and Native Americans into defined statuses and organized a diverse population into a fixed hierarchy. On the exam you will need to identify each system and explain whom it served and whom it bound.

Trap: merging the encomienda system with African slavery. They overlapped in time but differed in structure. Encomienda commanded Indigenous labor through grants to colonists; the caste system then ranked everyone, including enslaved Africans, in a single hierarchy.

SYSTEM	WHAT IT DID	WHO IT BOUND
Encomienda	Granted colonists command over Indigenous labor for plantations and mines	Indigenous peoples, through the encomenderos
African slavery	Moved enslaved people across the Atlantic through trade partnerships	Enslaved Africans, treated as property
Caste system	Ranked the whole mixed population into defined legal statuses	Europeans, Africans, and Native Americans alike

1.6 Cultural Interactions Between Europeans, Native Americans, and Africans

Europeans and Native Americans brought different worldviews to their encounters, and misunderstandings were common. The **Doctrine of Discovery** expressed the European claim that Christians held a right to take land from peoples they judged uncivilized. Land ownership, gender roles, family structure, and religion all became points of friction because each side treated its own practices as natural.

Indigenous peoples resisted Spanish rule in a number of places. The CED names examples of military resistance, including the **Cupul Uprising** of 1546, the **Mixton War** of 1540 to 1542, in which Spanish officials and their Tlaxcalan allies fought the Caxcanes, and the **Taino Rebellion** of 1511 against Spanish rule in the Caribbean. The CED lists these uprisings as examples without giving detail, and the dates above come from the standard historical record. The exam is more likely to ask what the uprisings illustrate, that conquest was contested from the start, than to ask for details of each revolt.

Europeans argued about conquest among themselves. **Bartolome de las Casas** documented Spanish cruelty toward Indigenous peoples in his 1542 **A Brief Account of the Destruction of the Indies**. His opponent **Juan Gines de Sepulveda** argued the opposite in his *Second Democrates* and claimed that Indigenous peoples were naturally suited to conquest and enslavement. The debate had consequences. The Spanish monarch **Charles V** issued the **New Laws of 1542**, abolishing the enslavement of Indigenous people, moved partly by Las Casas and partly by a wish to curb the power of wealthy colonists in the New World.

The CED also gives details about gender and mobility. It points to **matrilineage**, descent traced through the mother's line, as an example of Haudenosaunee gender roles that differed from European expectations, and to Jesuit missionaries' accounts of Illinois gender roles in the **Jesuit Relations**. A French colonist's description of **nomadism** among hunter-gatherers in the far northeast shows that mobile ways of life were unfamiliar to settled Europeans.

These misunderstandings came from differences in social organization and belief. On land, the Doctrine of Discovery claimed that Christians held a right to take territory from peoples they judged uncivilized, a

claim also stated in John Winthrop's General Considerations (1629). On gender, Haudenosaunee matrilineage traced descent through the mother's line, and Jesuit missionaries recorded Illinois gender roles that differed from French expectations. On movement, a French colonist's account of nomadism among hunter-gatherers in the far northeast shows that mobile ways of life were unfamiliar to settled Europeans. Each side judged the other by its own standards, and the exam describes this pattern as mutual misunderstandings between cultures.

Resistance and debate took different forms during this period. Indigenous peoples resisted with arms, and the CED names the Cupul Uprising, the Mixton War, and the Taino Rebellion as examples of military resistance. The CED gives these names as examples only and does not provide further detail, so the exam can ask what they illustrate, that conquest was contested from the start, but it is unlikely to ask for specifics of each revolt. At the same time, Europeans debated conquest among themselves. Las Casas documented Spanish cruelty in his 1542 Brief Account, while Sepulveda argued in his Second Democrates that Indigenous peoples were naturally fit for conquest. The debate contributed to Charles V's New Laws of 1542, which abolished the enslavement of Indigenous people. The New Laws reflected more than one motive, since Las Casas's criticism had influence and Charles V also wanted to limit the power of wealthy colonists in the Americas.

Trap: assuming all Europeans defended conquest. Las Casas versus Sepulveda is a genuine debate with a genuine policy result, the New Laws, and the exam uses it to test whether you see disagreement inside the Spanish world.

Trap: reading the New Laws of 1542 as only a moral response to Spanish cruelty. The sources credit Las Casas's influence and Charles V's wish to diminish the power of his wealthy colonists. An answer that mentions only moral concern leaves out the crown's political motive.

Your 20-minute plan for this unit

- Minutes 0-5. Skim the guide once, then open the Unit 1 flashcards in Rycal and run every Core card, including maize cultivation, Columbian Exchange, joint-stock companies, encomienda system, and caste system. These five are named in the CED itself.
- Minutes 5-12. Do a Brain Dump in which you explain the Columbian Exchange in both directions, including disease and labor. Then check the guide and note every effect you missed.
- Minutes 12-18. Work the AP-style questions for Unit 1 in Rycal. Read each trap explanation, including for questions you answered correctly, because the wrong options show common ways to misread the question.
- Minutes 18-20. Pick an FRQ drill and outline a thesis that compares two Native societies before contact and uses environment as the cause, supported by two pieces of evidence.

Where students lose points

The table below lists mistakes that appear often on questions about this unit.

THE MIX-UP	THE FIX
Calling Native societies one culture	Environment drove difference: mobile Great Basin peoples versus settled Pueblo maize villages.
Listing only goods in the Columbian Exchange	Disease and labor belong in the answer. The exchange that grew Europe's population collapsed Indigenous ones.
Merging encomienda with African slavery	Encomienda commanded Indigenous labor through colonial grants. African slavery entered through trade partnerships with West African groups.
Treating exploration as curiosity	The motive documents are sales pitches to monarchs: wealth, rivalry, and spreading Christianity.
Forgetting who made a source	The Lienzo de Tlaxcala tells the conquest from the Tlaxcalan, anti-Aztec perspective. Authorship changes what a source proves.
Assuming all Europeans defended conquest	Las Casas versus Sepulveda was a real debate with a real result: the New Laws of 1542.
Ignoring disease as a cause	Crown diseases and smallpox did more than armies to break Indigenous societies. Weight them alongside conquest.

Practice Questions

Original questions written for this guide in the style of the AP exam. Answers and explanations follow.

- The Columbian Exchange's most significant effects on Europe included which of the following?
 - The immediate end of feudalism and its replacement by capitalism
 - New American crops that stimulated population growth, and mineral wealth that helped push the shift from feudalism toward capitalism
 - A sharp decline in European population caused by American diseases
 - The disappearance of joint-stock companies as trade with the Americas proved unprofitable
- The debate between Bartolome de las Casas and Juan Gines de Sepulveda best illustrates which of the following?
 - Agreement among Spanish officials that Indigenous peoples should be enslaved
 - A European disagreement over whether conquest and enslavement of Indigenous peoples were justified, which helped produce the New Laws of 1542
 - A conflict between Spain and Portugal over the African slave trade
 - The rejection of the encomienda system by all Catholic priests in the colonies

If you missed either question, make a flashcard for the idea behind the miss and review it in Rycal over the next few days. A single reread of the explanation is easy to forget by the next study session.

Answer Key

- B.** B is correct because the CED ties the Exchange to Europe directly. New crops stimulated population growth, and new mineral wealth facilitated the shift from feudalism to capitalism. Choice A overstates

the change because the wealth facilitated a long shift and did not end feudalism immediately. Choice C reverses the demographic pattern, since population grew in Europe while disease devastated Indigenous populations in the Americas. Choice D is incorrect because joint-stock companies grew as a more organized method of funding international trade.

2. B. B is correct because Las Casas documented Spanish cruelty while Sepulveda argued that Indigenous peoples were naturally suited to conquest and enslavement, and Charles V's New Laws of 1542 abolished Indigenous enslavement partly under Las Casas's influence. Choice A is incorrect because the debate existed precisely because Spaniards disagreed. Choice C misplaces the argument, since the Las Casas and Sepulveda debate concerned Indigenous peoples rather than the Portuguese and African trade. Choice D overstates the evidence, since a 1585 priest-training manual shows churchmen considering the *encomienda* system rather than universally rejecting it.

Six questions to answer without looking

Say each answer out loud or write it down before you check the guide. If you look at the answer first, you practice recognizing the page rather than recalling the ideas. Any answer you cannot say out loud belongs in your Rycal flashcards for another round of spaced review.

1. How did maize cultivation change Native societies, and which region shows the change most clearly?
2. Name the three motives for European exploration that the CED identifies, and match one to Hakluyt's Discourse.
3. What moved in each direction in the Columbian Exchange, and which movement was deadliest for Indigenous peoples?
4. How did the *encomienda* system work, and who were the *encomenderos*?
5. What was the caste system designed to do in the Spanish colonies?
6. What did Las Casas and Sepulveda disagree about, and what policy resulted from the debate?

Key terms for this unit

Maize cultivation, Hohokam, Pueblo, Apache, Shoshone, Ute, Delaware (Lenape), Secotan, Haudenosaunee (Iroquois), Aleuts, Chinook, Tlingit, Christopher Columbus, Samuel de Champlain, Richard Hakluyt, Columbian Exchange, joint-stock companies, Potato, Potosí, Caravel, Magnetic compass, Smallpox, Crowd diseases, Hernán Cortés, Aztec Empire, *Encomienda* system, Caste system, *Requerimiento*, Directory of Confessors, *Encomenderos*, Dom João III of Portugal, Doctrine of Discovery, Matrilineage, Nomadism, Jesuit Relations, Cupul Uprising, Mixton War, Taíno Rebellion, Bartolomé de las Casas, A Brief Account of the Destruction of the Indies, Juan Ginés de Sepúlveda, New Laws of 1542, Charles V, Lienzo de Tlaxcala.

Questions students ask about Unit 1

How is the APUSH exam structured?

Section I: 55 multiple-choice questions in 55 minutes (40% of the score), then 3 short-answer questions in 40 minutes (20%). Starting with the May 2027 exam, all 3 short-answer questions are required, no choosing, and each includes a specified kind of source. Section II: one document-based question with 7 documents in 60 minutes, including a 15-minute reading period (25%); the 2027 DBQ draws evidence

from a wider stretch of the course. Then one long essay in 40 minutes (15%), a single required prompt instead of a choice of three. Total exam time is 3 hours 15 minutes.

How much of the exam is Unit 1?

Unit 1 is 4 to 6 percent of the AP exam, tied with Unit 9 for the smallest unit weight. The Columbian Exchange, labor systems, and clashes between worldviews appear again as evidence in essays about later periods, so the unit is still worth studying carefully.

Do I need to memorize every Native society named in the guide?

No. You should learn the general pattern rather than memorize every name. The exam rewards explanations of how environment shaped differences between societies. A few examples will cover most questions, including Pueblo maize villages, mobile Apache or Shoshone life, the Haudenosaunee in the Northeast, and ocean-based Chinook or Tlingit communities in the Northwest.

What exactly counts as the Columbian Exchange?

The Columbian Exchange was the two-way transfer after 1492 of crops, animals, mineral wealth, and diseases between Europe and the Americas. For Europe, the exam emphasizes that new crops supported population growth and that mineral wealth helped shift Europe from feudalism toward capitalism. For the Americas, the exam emphasizes that disease devastated Indigenous populations.

What is the difference between the encomienda system and slavery?

Encomienda granted Spanish colonists command over Indigenous labor for plantations and mines. African slavery, which grew as Indigenous populations fell, treated enslaved people as property obtained through trade. The caste system then ranked Europeans, Africans, and Native Americans in one hierarchy.

Why does the guide keep asking who made a source?

The exam asks about authorship for the same reason. The Lienzo de Tlaxcala tells about the conquest of the Aztec from the perspective of the Tlaxcalans, who were enemies of the Aztec. A source's author and purpose limit what you can use it to show, and APUSH questions test whether you take those limits into account.

How much detail should I learn about the uprisings the CED only names?

Learn the basic story behind each name and the pattern the stories share. The **Taino Rebellion** of 1511 in Puerto Rico was led by the cacique **Agueybana II**, who united several chiefs against the encomienda system after he succeeded his brother, who had kept peace with the Spanish. Forces under Juan Ponce de Leon suppressed the rebellion. The **Mixton War** of 1540 to 1542 began when the Caxcanes of western Mexico rose against Spanish demands, and the Spanish put down the revolt with help from their Tlaxcalan allies, the same Indigenous coalition that had helped conquer the Aztec. The **Cupul Uprising** began on November 8, 1546, when Maya provinces of the Yucatan, led by the Cupul, rose in a coordinated revolt against Spanish rule. The Spanish defeated the revolt within months, and that defeat completed the conquest of northern Yucatan. These revolts took place on different frontiers in the same century, and together they show that conquest met armed resistance from the beginning. The exam

tests whether you can explain that pattern. You can use the same approach for the Genizaros and the repartimiento in Unit 2 by learning what those institutions were and then answering questions at the level of the general pattern.

Where to go next

Turn each missed item into a flashcard and review it over several days in Rycal. The Unit 1 flashcards under AP U.S. History cover these terms, and its practice questions use the traps named here.