**Period 1: 1491 to 1607 (Pre-Columbus – Jamestown)**

**Directions:** The College Board’s Concept Outline focuses on the large-scale historical processes and major developments that undergird American history. In addition to the broader picture, students must also possess specific and relevant evidence to illustrate those concepts in greater detail. To prepare for the unit exams and the AP US History exam in May, students must carefully and fully complete the chart for each section of the Concept Outline. In the left column, provide a specific example (e.g. a proper noun) to illustrate the overall concept or one aspect of the concept. A page number and citation is also required. While it is expected that most examples will be derived from the textbook, students are free to use other sources such as review books, lectures, documents, videos, etc. Possible examples have been provided but students should feel free to choose whatever examples they believe best illustrate the historical concepts. In the middle column, students need to define and/or explain the example chosen. In the right column, students must make a 1-2 sentence analytical statement clearly linking their example from the left column to the historical concept above. Ideally, that linkage will be to the lettered statement from the Concept Outline but they can also link to the Roman numeral statement or the Key Concept as necessary. Bolded items are terms that students should know. Note that the College Board does not use bold, underlining or parenthesis in the Concept Outline. All of those formatting marks and commentary are added to assist student understanding of the various components of the Concept Outline.

**Key Concept 1.1**

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. (at least one example from sections A, B, C, and D should illustrate each of these three areas of innovation—make sure to explicitly mention the area in the description and/or analytical statement).

A. The spread of **maize** cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

Possible Examples:Pueblo, Navajo

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B. Societies responded to the aridity of the **Great Basin** and the grasslands of the western **Great Plains** by developing largely mobile lifestyles. (use one example of a Great Basin society and one example of a Great Plains society)

Possible Examples: Sioux, Apache

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1. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of *permanent* villages. (use an example from each of the three regions)

Possible Examples: Iroquois Confederacy of the Northeast; Creek, Chocktaw, or Cherokee of the Southeast

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1. Societies in the Northwest and present-day California supported themselves by **hunting and gathering**, and in some areas developed settled communities supported by the vast resources of the ocean. (Use an example from the NW and one from CA. Make sure one example is a hunter-gatherer and the other example is a settled community that was ocean supported)

Possible Examples: Chinook, Nez Perce, Shoshone

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**Key Concept 1.2**

Contact among Europeans, Native Americans, and Africans resulted in the **Columbian Exchange** and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

I. European expansion into the Western Hemisphere generated intense social, religious, political and economic competition and changes within European societies.

1. European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity (Give one example of each underlined concept and explain the linkage of each to European exploration and conquest).

Possible Examples: “3 Gs”: Gold, God, and Glory, founding of St. Augustine (1565), Northwest Passage, Roanoke Island

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1. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism (Give one specific example of crops and mineral wealth).

Possible Examples: Introduction of corn, potatoes, and tomatoes to Europe, growth of European nation-states

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1. Improvements in maritime technology and more organized methods for conducting international trade, such as **joint-stock companies**, helped drive changes to economies in Europe and the Americas. (Use one example of a new technology and one example of new method of trade and explain how each brought specific changes to Europe and the Americas).

Possible Examples: Caravel, sextant, joint-stock trading company

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II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

1. Spanish exploration and conquest were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas. (Give one example of each)

Possible Examples: Spread of smallpox; European introduction of horses, rice, wheat, and oxen to the New World; bison hunting on the Great Plains

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1. In the **encomienda system**, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

Possible Examples: Sugar plantations, silver mines, Black Legend

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C. European traders partnered with some African groups who practiced slavery to forcibly extract slave labor for the Americas.The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

Possible Examples: Line of Demarcation, Middle Passage

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1. The Spanish developed a **caste system** that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire. (One example of each)

Possible Examples: Mestizo, Zambo, mulatto

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III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

1. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture. (One example of each)

Possible Examples: African religious traditions combined with Christian traditions, Maroon communities

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1. As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

Possible Examples: Spanish mission system, Juan de Onate, Acoma War and defeat of the Pueblo (1599)

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1. Extended contact with Native Americans and Africans fostered debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans (One example of each).

Possible Examples: Juan de Sepulveda, Bartolome de Las Casas, communal nature of land, private vs. public ownership of land, animism

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