**Period 2: 1607 to 1754 (Jamestown – French and Indian War)**

**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 and explicitly linking the example given in 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 2.1**

Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

A. Spanish efforts to extract wealth from the land led them to develop institutions based on **subjugating** native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society. (one example of subjugation, conversion, and incorporation)

Possible Examples**:** Columbus, Cortez, Pizarro, conquistadores, mission system, encomienda system, New Spain, establishment of Santa Fe (1610)

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| **Specific Example**  **(include citation)** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
| Pizarro | Pizarro and his small band of soldiers conquered the Incas in 1523. Guns, horses, disease, and allying with Indians allowed Pizarro to prevail. | The success of Cortes and Pizarro in conquering the Aztecs and Incas opened the door for other conquistadores and widespread Spanish plundering. Over time the Spanish created tribute colonies to extract as much wealth from the native peoples as possible. |
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B. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquires furs and other products for export to Europe. (one French and one Dutch example)

Possible Examples:Samuel de Champlain, Coureurs de bois, New Netherland, Jesuit missionaries, French alliance with Huron Indians

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C. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

Possible Examples:Jamestown (1607), starving time, head-right system, John Rolfe, tobacco as cash crop

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II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

A. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male **indentured servants** and later by enslaved Africans. (use Bacon’s Rebellion and an example relating to enslaved Africans)

Possible Examples:Middle Passage, indentured servants, Bacon’s Rebellion (1676), Chesapeake colonies, racial hierarchy

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1. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

Possible Examples:Puritan work ethic, town meetings, expanded life expectancy in New England, social hierarchy, blue laws, subsistence farming, John Winthrop’s “city upon a hill”, Salem witch trials, trial of Anne Hutchinson, banishment of Roger Williams, establishment of Harvard College (1636)

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C. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance. (at least one example should involve Pennsylvania and/or the Quakers)

Possible Examples:William Penn, Quakers, religious toleration, “middle way”, ethnic diversity, “bread-basket colonies”

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D. The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting **staple crops**. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy. (one example from SE Atlantic coast and one example from British West Indies)

Possible Examples:rice as cash crop in Georgia and the Carolinas, sugar as cash crop in Barbados, slave codes, Gullah, ring-shout, spirituals

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E. Distance and Britain’s initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory **town meetings**, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies. (two examples from each region)

Possible Examples:Mayflower Compact (1620), Maryland Toleration Act (1649), House of Burgesses, Massachusetts General Court

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III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

1. An **Atlantic Economy** developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the

Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

Possible Examples:Triangular trade routes, direct trade routes, Middle Passage

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1. Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical **demographic** **shifts**. (one example of cultural and/or economic changes and one example of diseases)

Possible Examples:Praying towns, fur trade

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C. Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other Indian groups. (one example of accommodation and one example of conflict; one example should involve the British and one example should include a different European colonizer)

Possible Examples: Beaver Wars of the mid-1600s, Chickasaw Wars of the mid-1700s, King William’s War (1688-1697), Queen Anne’s War (1702-1713), King George’s War (1744-1748)

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1. The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.

Possible Examples: revocation of Massachusetts’ charter, Navigation Acts/smuggling, protests against the Dominion of New England

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1. British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as **Metacom’s War (King Philip’s War)** in New England. (one example must be Metacom’s War)

Possible Examples: Anglo-Powhatan Wars (1610-1640s), Pequot War (1636-1637), Metacom’s War (1675-1676)

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1. American Indian resistance to Spanish colonizing efforts in North America, particularly after the **Pueblo Revolt,** led to Spanish accommodation of some aspects of American Indian culture in the Southwest. (one example must be the Pueblo Revolt)

Possible Examples: Caste system, mulattoes, mestizos, Pueblo Revolt (1680)

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**Key Concept 2.2:**

The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

A. The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the **First Great Awakening** and the spread of European **Enlightenment** **ideas**. (one example must relate to each of the underlined topics)

Possible Examples:Jonathan Edwards, George Whitefield, “new lights vs. old lights”, John Locke

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| **Specific Example**  **(include citation)** | **Definition/Description of the Example** | **Analytical Statement Linking the Example to this Historical Concept** |
| Quakers | Quakers are a Christian sect that were persecuted in England for their pacifism, emphasis on equality and separation of church and state | Quakers flocked to Pennsylvania which over time became a diverse and fast-growing colony with large numbers of Germans, Scots and others. Migrants to PA were attracted by the lack of a church tax and friendly Indian relations, but social tensions did emerge between these European groups as Quakers were forced to compromise some of their beliefs in order to retain political control of the state assembly. |
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B. The British colonies experienced a gradual **Anglicization** over time, developing autonomous political communities based on English models with influence from inter-colonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism. (one example must be salutary neglect)

Possible Examples:Anglicization, republicanism, salutary neglect, trial of John Peter Zenger

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C. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies. (one example must be the Dominion of New England)

Possible Examples:Mercantilism, Board of Trade, Navigation Acts of the 1660s, Dominion of New England, Wool Act of 1699, Molasses Act of 1733

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1. Colonists’ resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system. (one example of three of the topics; do not repeat any earlier examples)

Possible Examples:Widespread smuggling, Dominion of New England/Edmond Andros, First Great Awakening (J. Edwards & G. Whitefield), John Locke

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II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

1. All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for

colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies. (use examples showing how at least 2 of the above underlined regions participated in the slave trade)

Possible Examples:Triangular trade, Middle Passage, plantation agriculture

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B. As **chattel slavery** became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

Possible Examples:Barbados slave code, Stone Rebellion of 1739, NYC slave revolt of 1741

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C. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion. (use one example of overt and one example of covert resistance)

Possible Examples:Work slowdowns, runaway slaves, NYC slave revolt (1711), Stono Rebellion (1739)

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