


Period 1: 1491–1607

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~8 CLASS PERIODS
	1.1 Contextualizing Period 1	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
GEO	1.2 Native American Societies Before European Contact	Comparison	1.A Identify a historical concept, development, or process.	
WOR	1.3 European Exploration in the Americas	Causation	1.A Identify a historical concept, development, or process.	
GEO	1.4 Columbian Exchange, Spanish Exploration, and Conquest	Causation	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
SOC	1.5 Labor, Slavery, and Caste in the Spanish Colonial System	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans	Comparison	3.B Identify the evidence used in a source to support an argument.	
	1.7 Causation in Period 1	Causation	6.A Make a historically defensible claim.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.				

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 217 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	1.2	Shared Inquiry Provide students with a selection of primary and secondary sources that highlight various aspects of Native American societies before European contact. In groups, ask students to formulate responses to Unit 1: Learning Objective B, <i>Explain how and why various native populations in the period before European contact interacted with the natural environment in North America</i> , and present their ideas to the class. Then lead a whole-group discussion to develop understanding of the complexity of the societies that were in place prior to European contact.
2	1.4	Guided Discussion Ask students to brainstorm the causes of the Columbian Exchange and its effect on Europe and the Americas in the time period after 1492. Through small- and whole-group discussion, ask students to identify the positive and negative effects of the Columbian Exchange.
3	1.6	Quickwrite As preparation for the free-response questions on the AP Exam, have students write claims in response to Unit 1: Learning Objective F, <i>Explain how and why European and Native American perspectives of others developed and changed in the period</i> . Ask a few students to volunteer to share their claims. Debrief by discussing the strengths and areas for improvement for each claim with the class.



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

TOPIC 1.1

Contextualizing Period 1

SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE**Unit 1: Learning Objective A**

Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS**KC-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.

KC-1.1.I

Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

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LEARNING OBJECTIVE

Unit 1: Learning Objective A

Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS

KC-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.

KC-1.2.I

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

KC-1.2.II

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

KC-1.2.III

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

Adam Smith in *Wealth of Nations*: “benefits” for some hand in hand w/ “Dreadful misfortunes” for others.
societal/demographic collapse.

Religious change: catholicism vs. varied native belief systems.
economic change: encomiendas vs varied native economies. maize culture, trade networks

TOPIC 1.2

Native American Societies Before European Contact

Required Course Content

THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 1: Learning Objective B

Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

HISTORICAL DEVELOPMENTS

KC-1.1.I.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.

KC-1.1.I.B

Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

KC-1.1.I.C

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.

KC-1.1.I.D

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.

SUGGESTED SKILL

 *Developments and Processes*

1.A

Identify a historical concept, development, or process.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research “Native North America: A Place of History”](#)

Probably will not see independently assessed.

SUGGESTED SKILL

 *Developments
and Processes*

1.A

Identify a historical
concept, development,
or process.

TOPIC 1.3

European Exploration in the Americas

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 1: Learning Objective C**

Explain the causes of exploration and conquest of the New World by various European nations.

HISTORICAL DEVELOPMENTS**KC-1.2.I.A**


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.

gOd, GoLd, gLoRy

TOPIC 1.4

Columbian Exchange, Spanish Exploration, and Conquest

SUGGESTED SKILL

 *Claims and
Evidence in Sources***3.A**

Identify and describe
a claim and/or argument
in a text-based or
non-text-based source.

Required Course Content

THEMATIC FOCUS**Geography and the Environment** **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE**Unit 1: Learning Objective D**

Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

HISTORICAL DEVELOPMENTS**KC-1.2.I.B**

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.

KC-1.2.I.C

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.

KC-1.2.II.A

Spanish exploration and conquest of the Americas 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.

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.



AVAILABLE RESOURCE

- Professional Development
- > [Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research “Spanish Colonialism”](#)

TOPIC 1.5

Labor, Slavery, and Caste in the Spanish Colonial System

Required Course Content

THEMATIC FOCUS

Social Structures **SOC**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

HISTORICAL DEVELOPMENTS

KC-1.2.II.B

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

KC-1.2.II.C

European traders partnered with some West 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.

KC-1.2.II.D

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.

NOT beginning as, but transitioning to “chattel” slavery: dehumanization, hereditary, racial

castas: (image on AP exam), indigenous/colonizer relationships and hierarchies of race including “mestizo” and “mulatto”

TOPIC 1.6

Cultural Interactions Between Europeans, Native Americans, and Africans

Required Course Content

THEMATIC FOCUS

America in the World **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain how and why European and Native American perspectives of others developed and changed in the period.

HISTORICAL DEVELOPMENTS

KC-1.2.III

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


KC-1.2.III.A

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.

KC-1.2.III.B

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.

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.B

Identify the evidence used in a source to support an argument.



AVAILABLE RESOURCES

- Classroom Resources > [White–Native American Contact in Early American History](#)
- Classroom Resources > [Lesson Plans for AP U.S. History: English–Indian Encounters](#)
- Professional Development > [Teaching and Assessing Module—Period 1: 1491–1607, Focus on Research “Encounters and Contingency”](#)

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LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain how and why European and Native American perspectives of others developed and changed in the period.

HISTORICAL DEVELOPMENTS

KC-1.2.III.C

Extended contact with Native Americans and Africans fostered a 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.

TOPIC 1.7

Causation in Period 1

SUGGESTED SKILL

 Argumentation

6.A

Make a historically defensible claim.



AVAILABLE RESOURCE

- External Resource
> [Gilder Lehrman Institute's AP U.S. History Study Guide](#)

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 1: Learning Objective G

Explain the effects of the development of transatlantic voyages from 1491 to 1607.

REVIEW: UNIT 1 KEY CONCEPTS

KC-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.

KC-1.1.I

Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

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LEARNING OBJECTIVE

Unit 1: Learning Objective G

Explain the effects of the development of transatlantic voyages from 1491 to 1607.

REVIEW: UNIT 1 KEY CONCEPTS

KC-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.

KC-1.2.I

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

KC-1.2.II

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

KC-1.2.III

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

Las Casas!
former encomendero
freed enslaved indians in 1514
called out spanish hypocrisy
led to New Laws ending native enslavement

leading to more enslavement of africans
Black Legend

AP U.S. HISTORY

UNIT 2

Period 2: 1607–1754



6–8%

AP EXAM WEIGHTING



~14

CLASS PERIODS

The icon consists of a light blue circle containing a white square with the letters 'AP' in blue. Below the square is a small black horizontal line with two short vertical lines extending downwards, resembling a computer monitor or a stylized 'I'.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 2

Multiple-choice: ~20 questions

Short-answer: 2 questions

- Primary source
- Primary source

Free-response: 1 question

- Long essay (partial)


Period 2: 1607–1754

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
	2.1 Contextualizing Period 2	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	~14 CLASS PERIODS
MIG	2.2 European Colonization	Comparison	1.B Explain a historical concept, development, or process.	
GEO	2.3 The Regions of British Colonies	Comparison	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
WXT	2.4 Transatlantic Trade	Causation	5.A Identify patterns among or connections between historical developments and processes.	
WOR	2.5 Interactions Between American Indians and Europeans	Comparison	2.A Identify a source's point of view, purpose, historical situation, and/or audience.	
WXT, SOC	2.6 Slavery in the British Colonies	Causation	5.A Identify patterns among or connections between historical developments and processes.	
ARC, NAT	2.7 Colonial Society and Culture	Comparison	1.A Identify a historical concept, development, or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~14 CLASS PERIODS
	2.8 Comparison in Period 2	Comparison	6.B Support an argument using specific and relevant evidence. <ul style="list-style-type: none">Describe specific examples of historically relevant evidence.Explain how specific examples of historically relevant evidence support an argument.	
	 Go to AP Classroom to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

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Activity	Topic	Sample Activity
1	2.2	Graphic Organizer Ask students to design a graphic organizer, such as a brain web or a comparison table, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French, and Spanish in North America. Then, in a whole-group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization.
2	2.4	Create Representations Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the exchanges, and the size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world.
3	2.6	Jigsaw This strategy can be used to facilitate understanding of the various causes and effects of slavery in the British colonial regions. Assign students to an “expert” group on a colonial region and have them use their textbooks and primary sources to build a picture of slavery there. Then, arrange students into groups where all region “experts” share their information with other students. As a whole group, debrief similarities and differences among the regions with regard to slavery.



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace the unit; which specific historical figures, groups, or events you will use to illustrate the concepts noted in the historical development statements; where you will incorporate writing assignments; and which primary and secondary sources you will use.

SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research “Atlantic Empires in Context”](#)

TOPIC 2.1

Contextualizing Period 2

Spend a class period helping students understand some contexts for this unit. Considering this unit’s key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students’ relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective A

Explain the context for the colonization of North America from 1607 to 1754.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-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.

KC-2.1.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.

KC-2.1.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.

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LEARNING OBJECTIVE

Unit 2: Learning Objective A

Explain the context for the colonization of North America from 1607 to 1754.

PREVIEW: UNIT 2 KEY CONCEPTS

KC-2.1.III

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

KC-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.

KC-2.2.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.

KC-2.2.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.

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 2.2

European Colonization

compare/contrast
spanish encomienda
dutch patroonship
english headright

Required Course Content

THEMATIC FOCUS

Migration and Settlement **MIG**

Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.

LEARNING OBJECTIVE

Unit 2: Learning Objective B

Explain how and why various European colonies developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS

KC-2.1.I.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 Spanish colonial society.

KC-2.1.I.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 acquire furs and other products for export to Europe.

KC-2.1.I.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.

unfree labor system: indentured servitude
remember richard frethorne “our plantation is
very weeke”

TOPIC 2.3

The Regions of British Colonies

SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research “Colonial Diversity”](#)

Required Course Content

THEMATIC FOCUS

Geography and the Environment **GEO**

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 2: Learning Objective C

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS

KC-2.1.II.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.

KC-2.1.II.B

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.

KC-2.1.II.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.

KC-2.1.II.D

The colonies of the southern 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.

breadbasket
maryland “act
concerning religion” 1644

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LEARNING OBJECTIVE

Unit 2: Learning Objective C

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS

KC-2.1.II.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.

TOPIC 2.4

Transatlantic Trade

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \("America, the Atlantic, and Global Consumer Demand, 1500–1800"\)](#)

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 2: Learning Objective D

Explain causes and effects of transatlantic trade over time.

HISTORICAL DEVELOPMENTS

KC-2.1.III.A

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.

KC-2.1.III.B

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.

KC-2.2.I.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.

SUGGESTED SKILL

 *Sourcing and Situation*

2.A

Identify a source's point of view, purpose, historical situation, and/or audience.

TOPIC 2.5

Interactions Between American Indians and Europeans

Required Course Content

THEMATIC FOCUS**America in the World** **WOR**

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE**Unit 2: Learning Objective E**

Explain how and why interactions between various European nations and American Indians changed over time.

HISTORICAL DEVELOPMENTS**KC-2.1.III.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 American Indian groups.

KC-2.1.III.E

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.

KC-2.1.III.F

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.

1676 Bacon's Rebellion:
uniting lower classes against
colonial gov't. this SCURRS ruling class.
differentiation of punishment to
divide lower classes

TOPIC 2.6

Slavery in the British Colonies

SUGGESTED SKILL

 Making Connections

5.A

Identify patterns among or connections between historical developments and processes.



AVAILABLE RESOURCE

- Classroom Resources
 - > [Essay from the American Organization of Historians and AP \("The Origins of American Slavery"\)](#)

Required Course Content

THEMATIC FOCUS

Work, Exchange, and Technology **WXT**

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 2: Learning Objective F

Explain the causes and effects of slavery in the various British colonial regions.

HISTORICAL DEVELOPMENTS

KC-2.2.II.A

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 southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

KC-2.2.II.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.

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THEMATIC FOCUS**Social Structures** **soc**

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

LEARNING OBJECTIVE**Unit 2: Learning Objective G**

Explain how enslaved people responded to slavery.

HISTORICAL DEVELOPMENTS**KC-2.2.II.C**

Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.

TOPIC 2.7

Colonial Society and Culture

SUGGESTED SKILL

 *Developments and Processes*

1.A

Identify a historical concept, development, or process.



AVAILABLE RESOURCE

- Professional Development
> [Teaching and Assessing Module—Period 2: 1607–1754, Focus on Research “Social Groups”](#)

Required Course Content

THEMATIC FOCUS**American and Regional Culture** **ARC**

Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems.

LEARNING OBJECTIVE**Unit 2: Learning Objective H**

Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

HISTORICAL DEVELOPMENTS**KC-2.2.1.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.

KC-2.2.1.B

The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.

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THEMATIC FOCUS**American and National Identity NAT**

The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.

LEARNING OBJECTIVE**Unit 2: Learning Objective I**

Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

HISTORICAL DEVELOPMENTS**KC-2.1.III.D**

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.

KC-2.2.I.D

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.

first and foremost viewed selves as british
w/ the attendant rights of englishmen.

early colonial precedents for self-governance:

Mayflower Compact in MA

1619 - House of Burgesses in VA

(fundamental orders of CT is better than either of these but
less famous :()

TOPIC 2.8

Comparison in
Period 2

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 2: Learning Objective J

Compare the effects of the development of colonial society in the various regions of North America.

REVIEW: UNIT 2 KEY CONCEPTS

KC-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.

KC-2.1.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.

KC-2.1.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.

KC-2.1.III

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

SUGGESTED SKILL

 Argumentation

6.B

Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain how specific examples of historically relevant evidence support an argument.



AVAILABLE RESOURCE

- External Resource
> [Gilder Lehrman Institute's AP U.S. History Study Guide](#)

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LEARNING OBJECTIVE

Unit 2: Learning Objective J

Compare the effects of the development of colonial society in the various regions of North America.

REVIEW: UNIT 2 KEY CONCEPTS

KC-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.

KC-2.2.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.

KC-2.2.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.