

Name: _____

APUSH Review: Key Concept 2.1 – 2015 Revised Curriculum

Big Idea Questions	Guided Notes	Areas of Concern
	<p style="text-align: center;">The New Curriculum</p> <ul style="list-style-type: none"> • 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 the competed with each other and American Indian for resources.” <ul style="list-style-type: none"> • Page 30 of the Curriculum Framework • Big ideas: <ul style="list-style-type: none"> • What were similarities in _____ among the Spanish, French, Dutch, and English? • What were the experiences like with _____ with these European countries? • How and why did slavery evolve in these colonies? • How did climate and _____ affect British colonies? <p style="text-align: center;">Key Concept 2.1, I</p> <ul style="list-style-type: none"> • “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.” - Page 30of the Curriculum Framework • A) Spain established strict control over colonization and converted and exploited many natives <ul style="list-style-type: none"> • A major goal of Spain was to _____ <ul style="list-style-type: none"> • All trade must go through a few Spanish controlled ports • _____ amount of Spaniards ruled indigenous population • Spain sought to _____ natives to Christianity, forced many into the _____ system, and used as trading partners • B) French and Dutch colonization: <ul style="list-style-type: none"> • Both countries sent _____ Europeans and built relationships with the Natives • French – _____ with natives and built extensive trading partnerships <ul style="list-style-type: none"> • <i>Coueurs de bois</i> – French _____ – trade beaver furs; would live among natives • Dutch – Like the French, the Dutch build extensive trade routes – mostly in _____ <ul style="list-style-type: none"> • Encouraged settlement of the New World – _____ • C)English Colonization: <ul style="list-style-type: none"> • _____ number of immigrants <ul style="list-style-type: none"> • Both _____ – unlike other European countries <ul style="list-style-type: none"> • Sought economic prosperity, _____ (Puritans), and better living _____ 	

How did the headright system benefit the wealthy?

conditions (England was _____)

- English colonies also welcome immigrants from other countries
- Colonies were based on _____
 - _____ became a large cash crop
 - _____ system encouraged immigrants – benefitted the wealthy
- Unlike the French and Spanish, English colonists sought to live _____ from Native Americans
 - Conflicts with natives – Powhatans, _____, _____, Pequot War, King Philip's War

Key Concept 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.” - Page 31 of the Curriculum Framework
- A) Chesapeake colonies (_____) and North Carolina:
 - Relied heavily on _____ – plantations developed – long work days and growing seasons
 - Exhausted land – led to expansion and conflicts with natives (Bacon's again!)
 - Up to the late 17th century, most labor was made up of _____
 - After Bacon's Rebellion (1676), there was a switch to _____
- B) New England colonies:
 - Established by _____ (wanted to purify the Anglican Church – John Winthrop)
 - Established _____ with small farms
 - _____ were established for towns with 50 families; extended families were common
 - Mix of agriculture, fishing, commerce – _____ becomes a major port city
 - Colder climate, rocky terrain did not allow large plantations
- C) Middle Colonies:
 - Tended to be the most _____ demographically, religiously, and ethnically
 - _____ in Pennsylvania (William Penn) – religiously tolerant
 - _____ in Pennsylvania had more rights – Quakers allowed women equal positions in church
 - Immigrants from _____
 - Economy was based on the exportation of _____ crops - wheat
- D) Southern colonies and West Indies:
 - In South Carolina and Georgia, _____ was a major staple crop
 - Very arduous labor – long days and long growing season
 - Many white laborers refused to work in rice fields – led to an increase in _____ labor
 - In the West Indies (Barbados) _____ cultivation was a major part of the economy
 - Like South Carolina and Georgia, slave labor was heavily

used

- In many instances, slaves made up a _____ of the population
 - Led to the development of slave codes – laws to _____

 - Gave incredible power to _____
- E) Emergence of democratic, self-government in the British colonies:
 - Caused by:
 - _____ from Britain
 - Lax attention (_____ – “hands-off” approach to the colonies)
 - New England colonial government:
 - _____ -> elected legislatures
 - White, land-owning, church members could vote
 - Southern colonial government:
 - _____ dominated assemblies
 - _____ – 1st representative government in British colonies, many members were elite plantation owners

Key Concept 2.1, III

- “Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.” - Page 32 of the Curriculum Framework
- A) _____ economy:
 - Exchange of goods, African Americans, and Native Americans between Europe, Africa, and the Americas
- European colonies focused on producing goods to Europe (_____)
 - Goods that were valued in Europe were exported from the colonies (_____, etc.)
 - New sources of _____ -> Native American labor, indentured servants, and African slave labor
- B) Impacts of trade on Natives:
 - Cultural changes – Natives lost _____, many Europeans sought to assimilate them
 - Economic changes – Land was lost and altered by Europeans
 - Demographic changes – drastic decrease in _____ due to diseases
- C) Interactions between Natives and Europeans:
 - _____ (promoted the growth of) both accommodation and conflict
 - Europeans allied with Native groups against opposing Native groups
 - _____
 - British were able to offer more _____ to natives, whereas the French were more _____ of natives (and intermarried with natives)
 - During the French and Indian (7 Years) War, almost all natives were allied with the _____ – not the Iroquois
- D) European and colonial interests often varied:
 - Both sides increasingly _____ each other

What are two European diseases that devastated Native Americans?

- British colonists sought to _____ (especially post 7 Years' War), Britain forbade it
- _____ defense became a major issue –seen in Bacon's Rebellion
- _____ divided the two groups – colonists _____ to get around British taxes
- E) British and Native American conflicts:
 - Were caused by:
 - _____ over land, resources, and boundaries
 - Led to military conflicts:
 - _____ (King Philip's War) – see video in description
 - Conflict between Natives and British colonists in New England
 - Natives were _____, not much of a threat thereafter in New England
- F) Spanish and Native American resistance:
 - Pueblo Revolt: Pueblo Indians successfully overthrew the _____
 - After the Spanish regained control, they became more accommodating to Native American culture, particularly _____

Test Tips

- Multiple-Choice and Short Answer Questions:
 - _____ of European colonization
 - _____ between British and other colonies
 - Comparing British colonies (geography, religion, economy)
- Essay Questions:
 - Reasons for the development of _____
 - Comparing and Contrasting European colonization – _____

Big Idea Question:: What were similarities in colonization among the Spanish, French, Dutch, and English? (Answer in AT Least 4-5 sentences.)
