

Name: _____

Key Concept 3.3 Video Guide

Big Idea Questions	Guided Notes	Areas of Concern
<p>What does encroach mean?</p>	<p style="text-align: center;">The New Curriculum</p> <ul style="list-style-type: none">• Key Concept 3.3 “Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.”<ul style="list-style-type: none">• Page 36 of the Curriculum Framework• Big ideas:<ul style="list-style-type: none">• _____• _____• _____	
	<p style="text-align: center;">Key Concept 3.3, I</p> <ul style="list-style-type: none">• “As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending.” - Page 36 of the Curriculum Framework• After the French lost the 7 Years War, white-Indian conflicts arose and continued throughout the late 18th century:<ul style="list-style-type: none">• _____ (Pennsylvania):<ul style="list-style-type: none">• _____ group that was upset with Pennsylvania’s leniency towards Native Americans• Murdered 20 Native Americans, then marched to _____ with demands• _____ helped quell the march by promising to consider their issues• Battle of Fallen Timbers (1794 - Ohio):<ul style="list-style-type: none">• Native Americans, led by _____ defeated Americans – 630 Americans were killed• In 1794, the Indians were finally defeated and signed the Treaty of _____<ul style="list-style-type: none">• Natives ceded a significant amount of land, were allowed to retain some land, which was later encroached upon• Due to migration within North America and around the world, new Backcountry cultures emerged:<ul style="list-style-type: none">• Often fueled _____<ul style="list-style-type: none">• Scots-Irish:<ul style="list-style-type: none">• Tended to settle on the _____ (edges of settlement)• Settled on land without regard for _____	

- _____ (government, natives, etc.)
- Displaced and suppressed Native Americans
- *** _____ Rebellion***:
 - Rebellion of farmers that demanded an end to _____
 - _____
 - _____
- Closed _____
- These illustrated tensions between _____ (backcountry) and _____ (interior)
- Spain expanded settlements into California (1760s):
 - Missions, or forts were created and trade expanded
 - Many natives died from disease, others were forced to _____ to Christianity

Key Concept 3.3, II

- “The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.” - Page 36 of the Curriculum Framework
- *** _____ *** (1787):
 - Created a process to admit new _____ (once a population of _____ was reached)
 - Guaranteed _____ and trial by jury (this was before the Bill of Rights)
 - A portion of land sales went to fund _____
 - _____ was abolished in the territory
- Native Americans’ legal standing was not well-defined
 - Natives were not “_____”; did not have representation in government
 - No mention of Native Americans and land in the Constitution
 - Led to conflicting treaties and encroachments on Native’s lands over the years
- Spain and the Mississippi River, and the British presence in North America:
 - _____ – helped settle conflict between US and Britain (Britain was attacking US ships, still had a presence in key _____)
 - _____ Treaty – Spain, fearing a British-US alliance, signed Pinckney’s Treaty
 - US could navigate the _____, given _____ in New Orleans, Florida boundary was fixed where America wanted it

What does “Right of deposit” mean?

Key Concept 3.3, III

- “New voices for national identity challenged tendencies to cling to regional identities, contributing to the emergence of a distinctly American cultural expressions.” - Page 37 of the Curriculum Framework

Which political party would you have favored? Why?

- Reasons for the development of political parties:
 - Regional reasons for political parties –
 - Urban, wealthy, and upper-class individuals tended to be _____ (merchants and trading)
 - _____ and middle-class tended to be Democratic-Republicans (Jefferson believed _____ should be the backbone of the economy)
 - Economic – Federalists favored Hamilton’s _____, which included the BUS, Democratic-Republicans were wary of it
 - Political – Federalists advocated a strong _____ government
 - Foreign policy – Federalists were pro-British (_____), Democratic-Republicans were pro-French (saw the French Rev. as similar to the _____.)
- Cotton became a staple crop of the South
 - Like tobacco, it exhausted _____, plantations spread further west
 - Soon, slavery was abolished in the North, regional differences emerged on the view of slavery
 - Many southerners saw it as a “ _____ ” and later, a “ _____ ”
- ****“Republican Motherhood”****
 - Emerged during and after the Revolutionary War
 - Belief that it was the duty of mothers to _____
 - Women became a leading teacher of their children of _____
 - As a result, women gained more access to _____

Test Tips

- Multiple-Choice and Short Answer Questions:
 - _____
 - _____
 - _____
- Essay Questions:
 - _____
 - _____

Answer the following question IN AT LEAST 4-5 sentences please. Thanks! ☺
What led to the development of the first political parties?
