

## Period 2 CONCEPT OUTLINE, 1607 -1754

The content for APUSH is divided into 9 periods. The outline below contains the required course content for Period 2. The Thematic Learning Objectives are included as well. You should be confident in answering these questions with substantial historical evidence by the end of the unit. All questions on your assessments will measure understanding of both content and themes as well as mastery of skills. Bold items emphasize some of the important people/places/things that you are likely to be asked directly about on the AP exam. All content in this outline is potential material on any assessment. *Being familiar with general content and specific expectations of knowledge and skills is imperative for preparation for the AP exam. The content outline will be a regular requirement for unit reading.*

**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.
- 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.
  - 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.
  - 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.

### Related Thematic Learning Objectives (Focus of Exam Questions)

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

WOR-1.0: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

- 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.
- 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.
  - 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.
  - 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.
  - 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.
  - 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.

### Related Thematic Learning Objectives (Focus of Exam Questions)

(NAT-1.0) Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

(WXT-2.0) Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

(MIG-1.0) Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

(MIG-2.0) Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

(GEO-1.0) Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

#### Related Thematic Learning Objectives (Focus of Exam Questions)

(WXT-2.0) Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

(CUL-4.0) Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

(WOR-1.0) Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.

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.
  - 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 **trans-Atlantic print culture**, and the spread of **Protestant evangelicalism**.
  - 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**.
  - 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**.

#### Related Thematic Learning Objectives (Focus of Exam Questions)

(NAT-1.0) Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

(POL-1.0) Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

(WXT-2.0) Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

(CUL-1.0) Explain how religious groups and ideas have affected American society and political life.

(CUL-2.0) Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

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

#### **Related Thematic Learning Objectives (Focus of Exam Questions)**

(WXT-1.0) Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

(CUL-3.0) Explain how ideas about women's rights and gender roles have affected society and politics.

(CUL-4.0) Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

(WOR-1.0) Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.