

Period 1: 1491-1607

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

TEACHER-SELECTED
examples of individuals,
groups, and movements to
investigate the Key Concept

TEACHER-SELECTED
primary and secondary sources
for students to examine the
Key Concept in depth

Focus of AP
Exam questions:

Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

- I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.
- A) The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.
- B) Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.
- C) In the Northeast and along the Atlantic Seaboard some societies developed a mixed-agricultural and hunter-gatherer economy that favored the development of permanent villages.
- Thematic Learning Objectives**
- PEO-1:** Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)
- ENV-1:** Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period
- ENV-2:** Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period

Key Concept

PRIORITIZED BY COLLEGES FOR CREDIT

TEACHER-SELECTED
examples of individuals,
groups, and movements to
investigate the Key Concept

TEACHER-SELECTED
primary and secondary sources
for students to examine the
Key Concept in depth

Focus of AP
Exam questions:

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

- I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.
 - A) Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.
 - B) Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.

Thematic Learning Objectives

- PEO-4:** Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans
- PEO-5:** Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)
- ENV-1:** Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period
- WXT-1:** Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies
- WXT-4:** Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century
- WOR-1:** Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

Key Concept

PRIORITIZED BY COLLEGES FOR CREDIT

TEACHER-SELECTED
examples of individuals, groups, and movements to investigate the Key Concept

TEACHER-SELECTED
primary and secondary sources for students to examine the Key Concept in depth

Focus of AP Exam questions:

C) The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere.

Thematic Learning Objectives

PEO-4: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans

PEO-5: Explain how and why people moved within the Americas (before contact and to and within the Americas (after contact and colonization)

ENV-1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

D) In the economies of the Spanish colonies, Indian labor, used in the *encomienda* system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

Key Concept

PRIORITIZED BY COLLEGES FOR CREDIT

II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.

A) European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.

B) New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.

C) Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

TEACHER-SELECTED
examples of individuals, groups, and movements to investigate the Key Concept

TEACHER-SELECTED
primary and secondary sources for students to examine the Key Concept in depth

Focus of AP Exam questions:

Thematic Learning Objectives

ENV-1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

**Key Concept
PRIORITIZED BY COLLEGES FOR CREDIT**

TEACHER-SELECTED
examples of individuals,
groups, and movements to
investigate the Key Concept

TEACHER-SELECTED
primary and secondary sources
for students to examine the
Key Concept in depth

**Focus of AP
Exam questions:**

Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

Thematic Learning Objectives

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

- I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.
 - A) With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.
 - B) Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.

**Key Concept
PRIORITIZED BY COLLEGES FOR CREDIT**

- II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. (ID-4) (POL-1) (CUL-1) (ENV-2)
- A) European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.

- B) In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

TEACHER-SELECTED
examples of individuals, groups, and movements to investigate the Key Concept

TEACHER-SELECTED
primary and secondary sources for students to examine the Key Concept in depth

Focus of AP Exam questions:

Thematic Learning Objectives

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

ENV-2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period

~~Period 2: 1607-1754~~

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.