**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. [Period Two Overview](https://vimeo.com/106311316) [Period Two Review](https://www.youtube.com/watch?v=7LNT1WxmqdI) [Colonies Overview](https://www.youtube.com/watch?v=Ud0MyzwA_mU) [Colonial Development](https://www.youtube.com/watch?v=qdFj4Kn7Uyk)

1. **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.
2. **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. (Fraser; P. 37,46-48, 88-90) [New Spain](https://www.youtube.com/watch?v=vBM7n9cls1U) [Conquistadores Song](https://www.youtube.com/watch?v=KaDk2PGGlkk&index=4&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [New Spain](https://www.youtube.com/watch?v=IhWMMEKNxdQ&index=2&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Encomienda System** |  |  |
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1. **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. (Fraser; P. 83-88; 73) [Dutch New Netherlands](https://www.youtube.com/watch?v=a8v8OOYBeK0) [New France](https://www.youtube.com/watch?v=TIKdC1KmDdw) [New Netherlands](https://www.youtube.com/watch?v=rH1uGY16WJM&index=4&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [New France](https://www.youtube.com/watch?v=UqUSY59Kilk&index=3&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Crash Course: Quakers, Dutch, & Ladies](https://www.youtube.com/watch?v=p47tZLJbdag&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=4)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
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1. **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. (Fraser; P. 63-75) [Colonization & Settlement](http://ap.gilderlehrman.org/essay/colonization-and-settlement-1585%C3%A2%E2%82%AC%E2%80%9C1763?period=2) [Jamestown Song](https://www.youtube.com/watch?v=sxGvHs9CQkA&index=5&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Crash Course: The English & the Natives](https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Pick an English colony |  |  |
| Pick an English colony |  |  |

1. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
2. 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. (Fraser; P. 63-66; 71;75-77;81-83; 97-102) [Origins of Slavery](https://www.youtube.com/watch?v=q3w86yhpN9s) [Maryland](https://www.youtube.com/watch?v=qnZF9zeSXqk) [Bacon's Rebellion](https://www.youtube.com/watch?v=DQa2zIJ81Ow)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Indentured Servants** |  |  |
| Bacon's Rebellion |  |  |

1. 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. (Fraser; P. 66-71; 72-73) [Rhode Island](https://www.youtube.com/watch?v=b-mWKHxoVHQ) [Massachusetts Bay](https://www.youtube.com/watch?v=V7kW17CftTE) [Puritan Song](https://www.youtube.com/watch?v=HcCBv6tf5qA&index=6&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Puritans** |  |  |
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1. 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. (Fraser; P. 73-75) [Pennsylvania](https://www.youtube.com/watch?v=rdVHP2eRkKk) [Pennsylvania Song](https://www.youtube.com/watch?v=XeL3jhx-ZRk&index=8&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6) [Crash Course: Quakers, Dutch, & Ladies](https://www.youtube.com/watch?v=p47tZLJbdag&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=4)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Pennsylvania |  |  |
| Economy of the **middle colonies** |  |  |

1. 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. (Fraser; P. 75; 75-77)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Sugar |  |  |
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1. 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. (Fraser; P. 70; 75; 108)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
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1. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.
2. 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. (Fraser; P. 109-112; 98-102) [Mercantilism](https://www.youtube.com/watch?v=JCBjLEOVWI0) [Triangular Trade](https://www.youtube.com/watch?v=nO2vAY0NYpk&list=PL47F868B521713645&index=5)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Mercantilism |  |  |
| Triangular Trade |  |  |

1. 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. (Fraser; P. 118-119;108; 111; 83-85) [Beaver Wars](https://www.youtube.com/watch?v=EP5kEAIIg9g)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Beaver Wars |  |  |
| Smallpox |  |  |

1. 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. (Fraser; P. 78-83; 64-66; 83-87) [King Phillip's War](https://vimeo.com/17377471) [Crash Course: The English & the Natives](https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Metacom/King Phillip's War** |  |  |
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1. 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. (Fraser; P. 95-97; 81-83; 78)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Bacon's Rebellion |  |  |
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1. 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. (Fraser; P. 78-81) [King Phillip's War & Pequot War](https://www.youtube.com/watch?v=cL4JlaFMO5k) [Pequot War](https://www.youtube.com/watch?v=or9XSFKNNFQ) [Crash Course: The English & the Natives](https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Metacom** |  |  |
| Pequot War |  |  |

1. 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. (Fraser; P. 88-90) [The SouthWest](https://vimeo.com/20662555)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Pueblo Revolt** |  |  |
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**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.

1. 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.
2. 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. (Fraser; P. 66-75; 113-115) [Great Awakening](https://www.youtube.com/watch?v=MTDL8YrlIvg)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Quakers |  |  |
| **First Great Awakening** |  |  |

1. 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. (Fraser; Background info on P. 50-51; P. 78)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
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| **First Great Awakening** |  |  |

1. 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. (Fraser; P. 109-111; 95-97) [Salutary Neglect & Mercantilism](https://www.youtube.com/watch?v=A8o9lsQPMAg)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Salutary Neglect |  |  |
| Glorious Revolution |  |  |

1. 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.  (Fraser; P. 70; 75; 96-97; 109-115) [Enlightenment](https://www.youtube.com/watch?v=9DppFXOgkHM) [Leisler's Rebellion & Dominion of New England](https://www.youtube.com/watch?v=N6pSeCjXMIw) [Deism](https://www.youtube.com/watch?v=a7ZOGHOcxX8&index=6&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Enlightenment** |  |  |
| **First Great Awakening** |  |  |

1. 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.
2. 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. (Fraser; P. 98-102) [Slave Trade](https://vimeo.com/22452231) [Origins of Slavery](http://ap.gilderlehrman.org/essay/origins-slavery-0?period=2) [Equiano Describes the Middle Passage](https://www.youtube.com/watch?v=REXNr-PUlnk&index=7&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
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1. 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. (Fraser; P. 102-104)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
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1. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion. (Fraser; P. 102-104; 370-373) [Slave Culture](https://vimeo.com/17682094)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Stono Rebellion of 1739 |  |  |
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**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.  [Period Two Overview](https://vimeo.com/106311316)  [Period Two Review](https://www.youtube.com/watch?v=7LNT1WxmqdI)  [Colonies Overview](https://www.youtube.com/watch?v=Ud0MyzwA_mU)  [Colonial Development](https://www.youtube.com/watch?v=qdFj4Kn7Uyk)

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.

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 the Spanish colonial society. (Fraser; P. 37,46-48, 88-90)  [New Spain](https://www.youtube.com/watch?v=vBM7n9cls1U)  [Conquistadores Song](https://www.youtube.com/watch?v=KaDk2PGGlkk&index=4&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)  [New Spain](https://www.youtube.com/watch?v=IhWMMEKNxdQ&index=2&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Encomienda System** | Spanish system to regulate and control Native Americans | **Spanish Goals extract precious metals, plantation based agriculture** |
| **Columbian Exchange** |  The exchange of people, plants and animals between Europe, Africa and NA that occurred after Columbus’ arrival  | Introduction of new crops and livestock had far reaching effects on native settlement patterns, |

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. (Fraser; P. 83-88; 73)  [Dutch New Netherlands](https://www.youtube.com/watch?v=a8v8OOYBeK0)  [New France](https://www.youtube.com/watch?v=TIKdC1KmDdw) [New Netherlands](https://www.youtube.com/watch?v=rH1uGY16WJM&index=4&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [New France](https://www.youtube.com/watch?v=UqUSY59Kilk&index=3&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es) [Crash Course: Quakers, Dutch, & Ladies](https://www.youtube.com/watch?v=p47tZLJbdag&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=4)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **New France** | Fur traders, developed good relationships with NA—traded for beaver pelts | **French had fewer colonists, less threat—not competing for land, French soldiers helped allies Hurons fight the Iroquois, intermarriage common—facilitated trade** |
| **New Netherlands** |  Henry Hudson—looking for Northwest passage  | Set up commercial network. Set up New Amesterdam (NY)Traded with NA for control of Manhattan IslandDid not understand they were giving up their right to remain on that land,  |

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. (Fraser; P. 63-75) [Colonization & Settlement](http://ap.gilderlehrman.org/essay/colonization-and-settlement-1585%C3%A2%E2%82%AC%E2%80%9C1763?period=2)  [Jamestown Song](https://www.youtube.com/watch?v=sxGvHs9CQkA&index=5&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)  [Crash Course: The English & the Natives](https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Pick an English colony | Jamestown | **1st perm, starving time, mostly male, looking for gold, John Smith, shorter life span** |
| Pick an English colony |  Plymouth  | Religious freedom, Great Migration, John Winthrop “city upon a hill” Puritans, Pilgrims, came as families, lived to 70’s |

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.

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. (Fraser; P. 63-66; 71;75-77;81-83; 97-102)  [Origins of Slavery](https://www.youtube.com/watch?v=q3w86yhpN9s)  [Maryland](https://www.youtube.com/watch?v=qnZF9zeSXqk)  [Bacon's Rebellion](https://www.youtube.com/watch?v=DQa2zIJ81Ow)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Indentured Servants** | System of labor where passage to America was paid in return for servitude (7 yrs) | **If an IS was lucky enough to live out their indenture, it was difficult to get land as the gentry had already reserved the best areas for themselves. Leads to friction in the Chesapeake.** |
| Bacon's Rebellion | Armed rebellion between gentry and landless peasants   | Represents a conflict between the haves and have not—gentry vs. backcountry settlers. Frustration that land systems set up in the Americas are reflecting same as Europe. |

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. (Fraser; P. 66-71; 72-73)  [Rhode Island](https://www.youtube.com/watch?v=b-mWKHxoVHQ)  [Massachusetts Bay](https://www.youtube.com/watch?v=V7kW17CftTE)  [Puritan Song](https://www.youtube.com/watch?v=HcCBv6tf5qA&index=6&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Puritans** |   |  |
| **Pilgrims** |     |   |

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. (Fraser; P. 73-75) [Pennsylvania](https://www.youtube.com/watch?v=rdVHP2eRkKk)  [Pennsylvania Song](https://www.youtube.com/watch?v=XeL3jhx-ZRk&index=8&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)  [Crash Course: Quakers, Dutch, & Ladies](https://www.youtube.com/watch?v=p47tZLJbdag&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=4)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Pennsylvania | Wm Penn, proprietary, haven for Quakers | **Liberty of Conscience—free men have the right to alter gov’t, cooperation with NA—buy land, tolerance** |
| Economy of the **middle colonies** |  Breadbasket, farmers and merchants  | Rich soil, wheat and corn exported to Europe and West Indies, indentured servants and hired labor worked with family farmers, attracted Germans and Scots-Irish |

D. 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. (Fraser; P. 75; 75-77)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Sugar | Rich man’s crop Only wealthiest growers with available capital could afford to own |  |
| **Rice** |  Africans were better suited to rice growing in North and South Carolina  | Immunity to malaria and experience with growing rice. South Carolina is the first colony to have a slave majority; strongest retention of African cultural traditions, later becomes most restrictive colony after slave codes. |

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. (Fraser; P. 70; 75; 108)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Town Meetings** | Small homes round a green—led to tm | **Legislature/town meetings, small farmers, still generally educated, propertied elite** |
| **House of Burgesses** |  1619 First colonial legislative assembly  | White males only, certain families—consisted of wealthy landownersJames I hated |

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. (Fraser; P. 109-112; 98-102)  [Mercantilism](https://www.youtube.com/watch?v=JCBjLEOVWI0)  [Triangular Trade](https://www.youtube.com/watch?v=nO2vAY0NYpk&list=PL47F868B521713645&index=5)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Mercantilism | Economic system nation established colonies for economic benefit |  |
| Triangular Trade |  Africa, Caribbean and American Colonies traded slaves, cash crops and manuf goods  |   |

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. (Fraser; P. 118-119;108; 111; 83-85)  [Beaver Wars](https://www.youtube.com/watch?v=EP5kEAIIg9g)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Beaver Wars | Mid 1600’s Iroquois allied w/Eng and Dutch—fought Huron and Algonquin who were backed by French | **Wars over land and the monopolization of the fur trade** |
| Smallpox |   Disease carried from Europe to Americas via Columbian Exchange | Spanish conquest led to widespread epidemics possibly killing off 90% of native population |

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. (Fraser; P. 78-83; 64-66; 83-87) [King Phillip's War](https://vimeo.com/17377471) [Crash Course: The English & the Natives](https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Metacom/King Phillip's War** | Last significant effort by the Indians of NE to drive away English settlers | **Result of this war was that any remaining American Indians in the Northeast were forced to live in praying towns** |
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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. (Fraser; P. 95-97; 81-83; 78)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Navigation Acts | Series of Laws passed to control colonial trade | **These laws were to England’s benefit. Increased colonial shipbuilding** |
| **Leisler’s Rebellion** |  NY Rebellion against British officials representing Dominion of New England  | Leisler was executed when he refused to submit. Dominion gov’t collapses after Glorious Revolution |

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. (Fraser; P. 78-81) [King Phillip's War & Pequot War](https://www.youtube.com/watch?v=cL4JlaFMO5k)  [Pequot War](https://www.youtube.com/watch?v=or9XSFKNNFQ)  [Crash Course: The English & the Natives](https://www.youtube.com/watch?v=TTYOQ05oDOI&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s&index=3)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Metacom** |   |  |
| Pequot War |  Pequot destroyed driven from area by colonists of MA Bay and CT  |   |

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. (Fraser; P. 88-90) [The SouthWest](https://vimeo.com/20662555)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Pueblo Revolt** | Uprising of Pueblo in Santa Fe against Spanish colonization | **Leads to accommodation SYNCRETISM adding Christian God to Pueblo Gods** |
|  |     |   |

**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. (Fraser; P. 66-75; 113-115)  [Great Awakening](https://www.youtube.com/watch?v=MTDL8YrlIvg)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Quakers | Religious group in PA Society of Friends | **Religious toleration** |
| **First Great Awakening** | Evangelical religious revival swept through the colonies   | Strengthened beliefs in religious freedom, challenged established churches |

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. (Fraser; Background info on P. 50-51; P. 78)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Enlightenment** |   |  |
| **First Great Awakening** |     |   |

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. (Fraser; P. 109-111; 95-97) [Salutary Neglect & Mercantilism](https://www.youtube.com/watch?v=A8o9lsQPMAg)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Salutary Neglect |   |  |
| Glorious Revolution |     |   |

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. (Fraser; P. 70; 75; 96-97; 109-115) [Enlightenment](https://www.youtube.com/watch?v=9DppFXOgkHM)  [Leisler's Rebellion & Dominion of New England](https://www.youtube.com/watch?v=N6pSeCjXMIw)  [Deism](https://www.youtube.com/watch?v=a7ZOGHOcxX8&index=6&list=PLfzs_X6OQBOy2rs4mrV2O9t3vNB4RF_Es)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Enlightenment** |   |  |
| **First Great Awakening** |     |   |

**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. (Fraser; P. 98-102) [Slave Trade](https://vimeo.com/22452231)  [Origins of Slavery](http://ap.gilderlehrman.org/essay/origins-slavery-0?period=2)  [Equiano Describes the Middle Passage](https://www.youtube.com/watch?v=REXNr-PUlnk&index=7&list=PLCH8uxPXHDPD5YQPvxX3qlGSFlHNZUhd6)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Dutch** | Bring 20 Africans to Virginia |  |
| **# Indentures declines** |  After 1680 due to better conditions  | Increases reliance on African slavery |

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. (Fraser; P. 102-104)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| **Slave Codes** | Codes passed following SC slave revolt 1739 | **Regulated daily life, marriage, curfews, etc** |
|  |    |   |

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. (Fraser; P. 102-104; 370-373) [Slave Culture](https://vimeo.com/17682094)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
| Stono Rebellion of 1739 | Slave revolt | **Prompted passage of harsh slave codes** |
|  |     |   |