**APUSH 2015 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Review Activity #1 Hour \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**College Board Concept Outline:**

**Period 1: 1491 to 1607**

**Directions:** The Concept Outline below presents the required concepts and topics that students need to understand for the APUSH test. The statements in the outline focus on large-scale historical processes and major developments. Our course has focused on specific and significant historical evidence from the past that illustrate each of these developments and processes. Complete each table on the outline below by choosing two specific examples of relevant historical evidence that illustrate the concepts in greater detail. You may choose from among the ones provided OR provide one of your own. Define or describe the example and explain its significance to the thesis statement directly above the box.

**Key Concept 1.1**

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

1. The spread of **maize** cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

**Examples:** Pueblo, Navaho (Navajo)

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| **Example** | **Definition/Description** | **Significance to the Thesis** |
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B. Societies responded to the aridity of the **Great Basin** and the grasslands of the western **Great Plains** by developing largely mobile lifestyles.

**Examples:** Sioux, Apache

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1. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter–gatherer economies that favored the development of permanent villages.

**Examples:** Iroquois Confederacy of the Northeast; Creek, Chocktaw, or Cherokee of the Southeast

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1. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

**Examples:** Chinook, Nez Perce, Shoshone

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**Key Concept 1.2**

Contact among Europeans, Native Americans, and Africans resulted in the **Columbian Exchange** and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

I. European expansion into the Western Hemisphere generated intense social, religious, political and economic competition and changes within European societies.

1. European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

**Examples:** “3 Gs”: Gold, God, and Glory, founding of St. Augustine (1565), Northwest Passage, Roanoke Island

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1. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

**Examples:** Introduction of corn, potatoes, and tomatoes to Europe, growth of European nation-states

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1. Improvements in maritime technology and more organized methods for conducting international trade, such as **joint-stock companies**, helped drive changes to economies in Europe and the Americas.

**Examples:** Caravel, sextant, joint-stock trading company

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II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

1. Spanish exploration and conquest were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

**Examples**: Spread of smallpox; European introduction of horses, rice, wheat, and oxen to the New World; bison hunting on the Great Plains

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1. In the **encomienda system**, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

**Examples:** Sugar plantations, silver mines, Black Legend

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C. European traders partnered with some African groups who practiced slavery to forcibly extract slave labor for the Americas.The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

**Examples:** Line of Demarcation, Middle Passage

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1. The Spanish developed a **caste** system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

**Examples:** Mestizo, Zambo, mulatto

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III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

1. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.

**Examples:** African religious traditions combined with Christian traditions, Maroon communities

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1. As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

**Examples:** Spanish mission system, Juan de Onate, Acoma War and defeat of the Pueblo (1599)

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1. Extended contact with Native Americans and Africans fostered debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

**Examples:** Juan de Sepulveda, Bartolome de Las Casas, communal nature of land, private vs. public ownership of land, animism

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