

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.

A) The spread of _____ cultivation from present day Mexico northward into the present-day American _____ supported economic development, settlement, advanced irrigation, and social diversification among societies.

B) Societies responded to the aridity of the _____ developing largely mobile lifestyles.

C) In the _____, the

_____, and along the _____ seaboard some societies developed mixed agricultural and huntergatherer economies that favored the development of permanent villages.

D) Societies in the _____ and present-day _____ supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

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.

A) European nations' efforts to explore and conquer the New World stemmed from a search for _____, _____ competition, and a desire to spread _____.

B) The _____ brought new crops to Europe from the Americas like _____, stimulating European population growth, and

new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

C) Improvements in maritime Technology like _____ and more organized methods for conducting international trade, such as _____ companies, helped drive changes to economies in Europe and the Americas.

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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.

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

B) In the _____, Spanish colonial economies marshaled Native American labor to support plantation based agriculture and extract precious metals and other resources.

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

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

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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.

A) 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 like _____

B) 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 like _____

C) Extended contact with Native Americans and Africans fostered a 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. like _____

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.

A) _____ efforts to extract wealth from the land led them to develop institutions like _____

based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

B) _____ and _____ Colonial efforts involved relatively few Europeans and relied on trade alliances like _____ and intermarriage with American Indians to build economic and diplomatic

relationships and acquire _____ and other products for export to Europe.

C) _____ colonization efforts attracted a comparatively large number of male and female migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom (like _____) , and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

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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 _____ and North _____ colonies grew prosperous exporting _____ — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

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.

C) The _____ 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. For example:

D) The colonies of the _____ Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops like _____. 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.

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 _____, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies. Like _____

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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 _____ and _____, 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 like: _____ 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 like _____ and spreading _____ 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. Like: _____

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. Examples include:

E) British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as _____ in New England.

F) American Indian resistance to Spanish colonizing efforts in North America, particularly after the _____ led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

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.
Examples include:

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 _____ economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.
Examples include:

D) Colonists' resistance to imperial control drew on local experiences of self government, evolving ideas of liberty, the political thought of the _____, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.
Examples include:

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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 _____ trade due to the abundance of land and a growing European demand for colonial goods like _____, as well as a shortage of indentured servants. Small _____ farms used relatively few _____ laborers, all port cities held significant minorities of _____ people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of _____ workers, while the great majority of _____ were sent to the West Indies.

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. Examples include:

B) As _____ slavery became

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.

A) Colonial rivalry intensified between Britain and _____ in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening _____-Indian trade networks and American Indian autonomy.

expense, setting the stage for imperial efforts to raise _____ and consolidate control over the colonies.

C) After the British victory, imperial officials' attempts to prevent colonists from moving westward (in the _____) generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

B) Britain achieved a major expansion of its territorial holdings by defeating the _____, but at tremendous

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II. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.

A) The imperial struggles of the mid-18th century, as well as new British efforts to collect taxes like _____

_____ without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists like _____ against perceived and real constraints on their economic activities and political rights.

B) Colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the _____.

C) The effort for American independence was energized by colonial leaders such as _____, as well as by popular movements that included the political activism of

laborers, artisans, and women. Like _____

D) In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement. Examples include:

E) Despite considerable _____ opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, _____ military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

I. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.

A) _____ ideas and philosophy inspired many American political thinkers to emphasize individual talent over _____ privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.

B) The colonists' belief in the superiority of _____ forms of government based on the natural rights of the people found expression in _____ and the _____.

The ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.

C) During and after the American Revolution, an increased awareness of inequalities

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

II. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.

A) Many new state _____ placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

B) The _____ unified the newly independent states, creating a central government with limited power. After the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest like _____ led to calls for a stronger central government.

C) Delegates from the states participated in a Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches. Examples include:

_____ in society motivated some individuals and groups to call for the abolition of _____ and greater political democracy in the new state and national governments.

D) In response to women's participation in the American Revolution, Enlightenment ideas, and women's appeals for expanded roles, an ideal of " _____ " gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.

E) The American Revolution and the ideals set forth in the Declaration of Independence reverberated in _____, _____, and _____, inspiring future independence movements.

D) The Constitutional Convention compromised over the representation of slave states in Congress (known as the _____) and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the _____ after 1808.

E) In the debate over ratifying the Constitution, _____ opposing ratification battled with _____, whose principles were articulated in the _____ (primarily written by Alexander Hamilton and James Madison). _____ ensured the ratification of the Constitution by promising the addition of a _____ that enumerated individual rights and explicitly restricted the powers of the federal government.

Key Concept 3.2: The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

III. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.

A) During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice. Examples include:

B) Political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between

liberty and order. This led to the formation of political parties — most significantly the _____, led by _____, and the _____ Party, led by _____ and _____.

C) The expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution. This was because of _____

D) Ideas about national identity increasingly found expression in works of art, literature, and architecture.

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.

A) Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain. Examples include:

B) As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions. Examples include:

C) As settlers moved westward during the 1780s, Congress

enacted the _____ for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the _____.

D) An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands. Examples include:

E) The _____, supported by the bonded labor of the local American Indians, expanded their mission settlements into _____; these provided opportunities for social mobility among soldiers and led to new cultural blending.

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

II. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.

A) The United States government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.

Examples include:

B) War between _____ and _____ resulting from the _____ Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.

Examples include:

C) George Washington's _____ encouraged national unity, as he cautioned against political _____ and warned about the danger of permanent foreign _____.