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|  | **Unit 2: 1607-1754 Colonization and the Struggle for Superiority**  **Continental Superiority**  Canandaigua Academy | | |
| **Key Concepts** |  | ***You Should Be Able To Explain:*** |
| **KC 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. |  | * Explain the differences and similarities between Spanish, French, Dutch, and British colonial experiences in the Americas (KC 2.1.I.A). * Explain how and why the Spanish were able to subjugate native populations (KC 2.1.I.A). * Explain French and Dutch colonial efforts, particularly how they relied on intermarriage with natives to build economic and diplomatic relations (KC 2.1.I.B). * Explain how British colonization efforts attracted comparatively large numbers of male and female migrants who sought social mobility, economic prosperity, religious freedom, and improved living conditions (KC 2.1.I.C). * Explain how and why the Chesapeake and Carolinas grew as a tobacco-producing region, and why labor systems in these regions developed (KC 2.1.II.A). * Discuss the distinguishing features of the New England colonies, including small towns and mixed economies (KC 2.1.II.B). |
|  |  | ***You Should Be Able To Explain:*** |
| **KC 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. |  | * Explain the ways in which European religious and ethnic groups contributed to the pluralism of the colonies, while gradually Anglicizing North America through commerce, trans-Atlantic print culture, and Protestantism (KC 2.2.I.A-B). * Explain how British imperial control was managed through mercantilism, but simultaneously created colonial resistance, emerging ideas of liberty, and greater diversity (KC2.2.I.C-D). * Explain the development of the trans-Atlantic slave trade, as well as slavery within the British colonies (KC 2.2.II.A-B). * Discuss the overt and covert means Africans developed to resist the dehumanizing aspects of slavery and maintain their family systems, culture, and religion (KC 2.2.II.C). |
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| A.P. U.S. History | | | | | |
|  | Terms, People, and Concepts: | | | |  |
|  | **By FRIDAY March 24, 2017: COMPLETE FLASH CARDS FOR ALL OF THE FOLLOWING (using your AMSCO book, text book, notes, and any other resources)** | |  | **CHOOSE FIVE MORE** |  |
|  | 1. Primogeniture 2. Entail 3. Lost colony of Roanoke 4. Joint-Stock Company 5. Virginia Company 6. John Rolfe 7. Jamestown 8. The Starving Time 9. Jesuits 10. Puritans 11. Separatists 12. Anne Hutchinson 13. Roger Williams 14. Halfway Covenant 15. Mayflower Compact 16. King Philip’s War 17. Fundamental Orders of Connecticut 18. William Penn 19. John Winthrop 20. John Peter Zenger 21. House of Burgesses 22. Powhatan Confederacy 23. Indentured Servant 24. Maryland Toleration Act | 1. Bacon’s Rebellion 2. Freedom Dues 3. First Great Awakening 4. Enlightenment 5. John Locke 6. Deism 7. George Whitefield 8. Jonathan Edwards 9. Albany Plan of Union 10. Salutary Neglect 11. Mercantilism 12. Navigation Acts (1660s) 13. Admiralty courts |  | Antinomianism  Arminianism  Boston Bread Riot of 1710  Creolization of Culture  Leisler’s Rebellion  Proprietary Colony  Royal Colony  Sir Walter Raleigh  Henry VIII  Elizabeth I  James I  English Reformation  Humphrey Gilbert  Richard Hakluyt  Anglicanism  Calvinism |  |
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