

AP US HISTORY Reading Guide—America’s History—Chapter 2: American Experiments 1521-1700

The following are the items from the AP Curriculum Framework that apply to this chapter. I suggest you read these, make sure you understand them, and be able to explain and give examples to support each one. Your textbook will cover some of these; we will cover others in class. Quite often there will be overlap between chapters.

****Many of these were discussed in Chapter 1—you only need to fill each section of the chart in ONCE**

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>I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.</i>	
A) 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.	Put an example(s) here:
B) 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.	
C) 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.	
<i>II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.</i>	
A) Spanish exploration and conquest of the Americas 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.	
B) In the <i>encomienda</i> system, 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 Spanish imported enslaved Africans to labor in plantation agriculture and mining.	
D) 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.	
<i>III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.</i>	
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.	
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.	

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.	
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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.	
<i>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.</i>	
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.	
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.	
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.	
<i>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.</i>	
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.	
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.	
<i>III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas</i>	
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.	**Largely in Ch. 3
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.	
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.	

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.	
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.	

VOCAB TERMS—You are responsible for these. Some are in your book, some we will discuss in class, and some you may need to look up. You need to not only know what these terms are, but why they are SIGNIFICANT.

Encomienda system	VA House of Burgesses	John Smith
Columbian Exchange	Headright system	John Rolfe
Mercantilism	Maryland Toleration Act	Salem Witch Trials
John Winthrop	Indentured Servant	Bacon's Rebellion
Puritans	Roger Williams and Anne Hutchinson	Joint-stock company
Pequot War	Jamestown	Pueblo Revolt
Metacom/King Phillip's War	The Middle Ground (will discuss in class)	

THE BIG IDEA: *In what ways did European migrants transfer familiar patterns and institutions to their colonies in the Americas, and in what ways did they create new American worlds? How did Native Americans adapt to the growing presence of Europeans among them?*

Guided Reading Questions—

- Identify and understand the differences between the three types of colonies described in the chapter.
- Define the Columbian Exchange and explain its significance.
- How did England's mercantilist policy help lead to their colonization of the New World?
- What challenges did the first settlers of Jamestown face?
- What was the impact of tobacco on Virginia?
- How did the proximity of the Powhatan Chiefdom affect developments in early Virginia?
- Why was Maryland founded?
- Describe the typical experiences of indentured servants.
- Compare and contrast the experiences of indentured servants in the Chesapeake and slaves in the Caribbean.
- In what ways were the settlers, communities, motivations, and economies of New England different from other English colonial regions?
- To what extent was New England a place of religious tolerance? Give examples to support your assertion.
- How did New Englanders' religious ideas influence their relations with neighboring Native Americans?
- What tensions in colonial Virginia were demonstrated by Bacon's Rebellion?
- Analyze the significance of Bacon's Rebellion for race relations in the colonies.
- Analyze the push/pull factors for European colonization.

Review Questions (located at the end of the chapter)

- How did Spain's conquest of central Mexico and the Andes shape European colonization in the Americas? How did the Protestant Reformation affect this competition?
- How did environmental and ecological factors shape colonial enterprise, and how did the process of colonization impact American ecology and environments?
- What "push factors" caused people to leave England for its colonies in the seventeenth century? What "pull factors" drew them to particular colonies or regions?

- **Turning Point—choose one of the following events as the most significant turning point and explain WHY**
 - Planting of tobacco in the Chesapeake, Bacon’s Rebellion, Puritans and the “city upon a hill”

Links to things that might help you understand, review, pretend to study, etc.:

- [Crash Course #2 Early Colonization](#)
- [Crash Course #3 Native Americans and English Colonists](#)
- [Jocz Productions Chapter 2 and 3 Review in our textbook](#)
- [Jocz Productions Jamestown Review](#)
- [Jocz Productions Bacon's Rebellion](#)
- [Jocz Productions Quick Review of Massachusetts Bay Colony](#)
- [Jocz Productions Pequot War](#)
- [Jocz Productions Metacom's/King Philip's War](#)
- [Mr. Betts--Learn through song! "Moving to the Colonies"](#)
- [Gilder Lehrman Period 2 Review \(includes some info from Chapters 3 and 4\)](#)
- [Free Learnerator Questions--Period 2](#)