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Part 1: AMSCO Chapter 2 Reading Guide Using Chapter 2 of the AMSCO book, your text, assigned videos, class notes, and other resources, complete the following:

1. To what essential similarities did English colonies relate to identity and economic development from 1607?
2. Describe each of the colonial economy, labor, land, property, and examples of each.
3. How was the English system of government through the colonies different from the French and Spanish?
4. What attempts to the essential ability of England to explore and conquer?
5. How did population changes in the colonies change?
6. What causes of disease developed from 1607 to 1754 the change?
7. Describe the history of Jamestown.
8. Describe the major events that were the patterns of settlement.
9. Why was the British colonial system? Why did the British help Jamestown?
10. Why did Jamestown become a major colony?

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ANSWERED ONE KEY CONCEPT REVIEW (1491-1497)

This review refers to some examples we did not go over in class - so don't stress about those!

<p>Key Concept 1.1</p> <p>As the population 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.</p>	<p>1. Diverse and complex societies adapted to and transformed their environments through innovations in agriculture, technology, and social structure.</p> <p>* Three Rivers - corn, beans, and squash</p> <p>* Corn provided surplus, basic proteins, and squash vitamins</p> <p>* Allowed for local surplus, which increases population and gives an people to be more than farmers - slaves the artisans, soldiers, priests, kings, etc.</p> <p>* Without Three Rivers, little chance for anything above hunter-gatherer level</p> <p>* Superior Mound and Mound pyramid building, first pyramid (only moundbuilders) (Lidzka), Public culture of Cahoon Culture</p>
<p>2. Societies responded to the ability of the Great Plains and the possibility of the western Great Plains by developing largely mobile societies.</p>	<p>* Spanish introduction of the horse transformed Plains Indians allowing them to become better warriors, hunters, and traders</p> <p>* Comanche and Sioux mastered control over large territories as a result</p> <p>* Bison herds were easily hunted, increasing food and supplies</p>
<p>3. In the Southwest, the Mississippian River Valley, and along the Atlantic seaboard, some societies developed more agricultural and trade-oriented economies that favored the development of permanent villages.</p>	<p>* Three Rivers allowed for some food to be produced in Mississippi Valley</p> <p>* Eastern Woodlands (river of Southwest did not have much, and kept hunting and fishing as well (bad climate meant where less productive growing season)</p> <p>* Food surplus allowed for permanent villages and leaders like Potawatomi, Anasazi or Hohokam, like Inca and Aztecs</p> <p>* Village life formed within an area periodically, as with some agriculture</p>
<p>4. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the most resources of the coast.</p>	<p>* California had little surplus, so cities remained small, hunter-gatherer groups</p> <p>* Pacific Northwest had tremendous abundance from fishing, which supported complex societies</p> <p>* Pacific Northwest had large populations, with cities determined by getting away north or south of the coast</p>

AMSCO Chapter 1 Question Bank (ANSWER KEY LOCATED AT THE END)

- Some of the more advanced Native American cultures did all of the following EXCEPT
 - establish large, elaborate, and budding cities
 - engage in significant ocean voyages of discovery
 - study mathematics
 - carry on commerce
 - make strikingly accurate astronomical observations
- Which of the following statements about Native American civilizations is FALSE?
 - Some Native American civilizations outgrew their capacity to grow food for their own people.
 - North and South America had perhaps as many as 100 million inhabitants prior to the arrival of Europeans.
 - Major droughts brought an end to some Native American civilizations.
 - Native Americans left North and South America as an untouched virgin landscape before the arrival of the Europeans.
 - Battles with enemy tribes forced certain Native American groups to abandon the central parts of their civilizations.
- Which of the following Native American societies built over a dozen multi-story apartment buildings into Chaco Canyon?
 - Pima
 - Anasazi
 - Atlatlan
 - Great Plains Sioux
 - Northeast Algonquian
- Which Native American society developed a complex urban society in central Mexico and built cities that accommodated as many as 200,000 people?
 - Anasazi
 - Pima
 - Anasazi
 - Mississippian
 - Algonquian
- The crop that became the staple of life in most North American Native American societies was
 - potatoes
 - rice
 - corn
 - wheat
 - beans
- The most important change in the prehistoric era in the Americas was
 - the expansion of agriculture and establishments of sedentary communities.
 - the extinction of the mammoth.
 - the formation of tribes.
 - the introduction of the horse.
 - the rise of the Mayan Empire.

Unit 2 Periods 4 and 5

<p>Period 4 (1754-1800)</p> <p>Period 5 (1800-1848)</p>	<p>Period 6 (1848-1877)</p> <p>Period 7 (1877-1914)</p> <p>Period 8 (1914-1945)</p> <p>Period 9 (1945-2021)</p>
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This best-selling program is divided into nine chronological periods mirroring the structure of the new AP U.S. College Board Curriculum framework and reflects the Board's effort to focus on trends rather than isolated facts. Each period features a one-page overview suggesting various ways historians have studied the period and lists the three featured key concepts from the College Board Curriculum Framework. Each chapter concludes with historical perspectives, a feature that addresses the College Board emphasis on how historians have interpreted the events of the chapter in various ways. The chapter conclusion features a list of key terms, people, and events organized by theme, reflecting the College Board's focus on asking students to identify themes not just events. The chapter assessments include eight multiple-choice items, each tied to a source as on the new AP exam as well as four short-answer questions. Also included are period reviews with long-essay questions and document-based questions in the format of those on the new AP exam. guided reading amscoc chapter 1.pdfFile Size: 677 kbFile Type: pdfDownload File guided reading amscoc chapter 2.pdfFile Size: 596 kbFile Type: pdfDownload File guided reading amscoc chapter 3.pdfFile Size: 465 kbFile Type: pdfDownload File period 2 term review.pdfFile Size: 401 kbFile Type: pdfDownload File guided reading amscoc chapter 4.pdfFile Size: 521 kbFile Type: pdfDownload File period 3 term review.pdfFile Size: 347 kbFile Type: pdfDownload File guided reading amscoc chapter 5.pdfFile Size: 654 kbFile Type: pdfDownload File guided reading amscoc chapter 6.pdfFile Size: 463 kbFile Type: pdfDownload File guided reading amscoc chapter 7.pdfFile Size: 736 kbFile Type: pdfDownload File guided reading amscoc chapter 8.pdfFile Size: 490 kbFile Type: pdfDownload File amscoc chapter 11.pdfFile Size: 4273 kbFile Type: pdfDownload File

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