FYI...Emphasis on American Indians has been minimal in the past. With the exception of Pueblo Revolt, Indian Removal Act, and the American Indian Movement (AIM) focus on this group has been lacking. The new framework focuses much more attention on American Indian history than most U. S. survey courses have in the past. The word “Indian” appears 47 times in the new framework, “American Indian” in 34 of those 47 times. “Native American” only appears once, however the word “native” in reference to indigenous peoples appears 20 times. In your review of United States history, it is important to remember that there is an immense American Indian history before Columbus “discovered” the New World in 1492. It is imperative that you review and are able to analyze the impact of this dramatic turning point in history – 1492 – as one that brought change not only to Europeans and Africans and world systems, but also one that brought change to the people who were the original Americans.

However peculiar it may seem to refer to these indigenous peoples as “American Indians,” it is the best term in the minds of many historians. “Native” is misleading, because it basically means one’s birthplace. The majority of Americans in the United States are “native.” Even though the name came about because Christopher Columbus mistakenly believed he was off the coast of India, American Indians is the most direct and understandable term that has support not only of academia but also the majority of American Indians, themselves.

Past Prompts Regarding American Indian history
(reworded to match new framework by a collaboration of APUSH teachers; collected and edited by John P. Irish)
1999 Explain the extent to which the lives of the American Indians were impacted by western settlement from 1865 – 1898.
2000 Evaluate the impact that European colonists had on the cultural and economic experiences of the native population prior to 1750.
2008 Compare and contrast the ways in which actions taken by American Indians and European colonists shaped relationships in New England and the Spanish Southwest.
2012 Evaluate the extent to which the French and Indian War was a turning point in American History.

Remember... just because American Indians haven’t been heavily tested in the past doesn’t mean you won’t have a significant amount of American Indian history on THIS year’s test. This is the first test to be formatted on the new College Board framework, and the framework places a very heavy emphasis on this thread. Because only 5% of the exam covers pre-Jamestown history, you are more likely to be analyzing causation, periodization, comparison, and change over time regarding colonization, migration, identity, etc. from 1607-1980.
Continuity/Change over Time, Causation, & Comparison, American Indian History

Thematic Learning Objectives - American Indian history objectives cover the spectrum of themes. The main ones that are relevant to this thread of study are listed below. Remember it is wise to be aware of the content AND the skills that will be tested on the AP exam.

Environment and Geography — Physical and Human (ENV)
This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

Overarching questions:
➤ ➤ How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
➤ ➤ How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

ENV-1 Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period.
ENV-2 Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the pre-contact period through the independence period.
ENV-3 Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

Identity (ID)
This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Overarching questions:
➤ ➤ How and why have debates over American national identity changed over time?
➤ ➤ How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

ID-4 Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century.
ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.
Continuity/Change over Time, Causation, & Comparison, American Indian History

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document

Thematic Learning Objectives continued

Work, Exchange, and Technology (WXT)
This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Overarching questions:
➤➤ How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
➤➤ Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
➤➤ How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.

WXT-4 Explain the development of labor systems such as slavery, indentured servitude, free labor, and sharecropping from the colonial period through the end of the 18th century.

America in the World (WOR)
In this theme, students should focus on the global context in which the United States originated and developed, as well as the influence of the U.S. on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the U.S. itself.

Overarching questions:
.. How have events in North America and the United States related to contemporary developments in the rest of the world?
.. How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

WOR-1 Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.

Ideas, Beliefs, and Culture (CUL)
This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Overarching questions:
➤➤ How and why have moral, philosophical, and cultural values changed in what would become the United States?
➤➤ How and why have changes in moral, philosophical, and cultural values affected U.S. history?

CUL-1 Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.

CUL-5 Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.


**Continuity/Change over Time, Causation, & Comparison, American Indian History**

**Thematic Learning Objectives continued**

**Peopling (PEO)**
This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

**Overarching questions:**
➤➤ Why have people migrated to, from, and within North America?
➤➤ How have changes in migration and population patterns affected American life?

PEO-1 Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).
PEO-3 Analyze the causes and effects of major internal migration patterns such as westward movement the 19th and 20th centuries.
PEO-4 Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.
PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending.
PEO-6 Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.

**Politics and Power (POL)**
Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of history.

**Overarching questions:**
➤➤ How and why have different political and social groups competed for influence over society and government in what would become the United States?
➤➤ How have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?

POL-1 Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.
POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society.
POL-4 Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government’s role in U.S. political, social, and economic life.
POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.

---

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document.
**Continuity/Change over Time, Causation, & Comparison, American Indian History**

**Brief Summary – Read, Review, Study... and Highlight Cues and main ideas!**

**Period 1, 1491–1607**

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world. Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. The spread of maize cultivation in present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas such as the Anasazi cliff dwellers of the Southwest who were the ancestors of the Pueblo who interacted with the Spanish during the colonial era; a mix of foraging and hunting did the same for societies in the Northwest and areas of California such as the Chinook in the Northwest. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles. In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages such as those that came into contact with English colonists at Plymouth, the Wampanoag, or the English settlers at Jamestown, the Powhatan.

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics such as smallpox, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans such as mestizos and mulattos. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns such as the horse which enabled Plains Indians to further adapt, as well as on economic, social, and political development in the Western Hemisphere. In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas. Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment (land ownership) led to American Indian resistance and conflict such as Pueblo Revolt. Both Spanish and French missionaries sought to Christianize Indians, such as the Spanish Mission system, and many Protestant groups in the English colonies also set up efforts to Christianize Indians such as Puritan praying towns.
Period 2, 1607-1754

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population. French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe. Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians. European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians. Conflicts in Europe spread to North America, as French, Dutch, British, and Spanish colonies allied, traded with, and armed American Indian groups, leading to continuing political instability. Clashes between European and American Indian social and economic values caused changes in both cultures. Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.

Spanish colonizing efforts in North America, particularly after the Pueblo Revolt which witnesses a temporary victory for Indians as they pushed the Spanish out and destroyed Churches in the Southwest, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists’ worldviews on land and gender roles. The Wampanoag in New England, for example, rebelled against Puritan encroachment and negative treatment such as segregated praying towns which resulted in King Philips War and the forced migration westward of the tribe. In Virginia, the Powhatan clashed with settlers leading to three Powhatan Wars which resulted in the tribes decimation. English settlers were more prone to see proof in interactions of the superiority of the white race and/or superiority of Christianity. Although, the Quakers in Pennsylvania held views of equality and pacifism that did not align with white supremacy. Interactions between settlers and Indians in Pennsylvania were more likely to include treaties and purchase.

By supplying American Indian allies with deadlier weapons and alcohol, and by rewarding Indian military actions, Europeans helped increase the intensity and destructiveness of American Indian warfare. Intertribal competition and conflict had existed before contact, but new technology made it more fierce with more devastating consequences on the Indian population. As colonies grew, Indian groups declined due to not only disease, but warfare and alcoholism.

“Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems. The growth of an Atlantic economy throughout the 18th century created a shared labor market and a wide exchange of New World and European goods, as seen in the African slave trade and the shipment of products from the Americas. Several factors promoted Anglicization in the British colonies: the growth of autonomous political communities based on English models, the development of commercial ties and legal structures, the emergence of a trans-Atlantic print culture, Protestant evangelism, religious toleration, and the spread of European Enlightenment ideas. The presence of slavery and the impact of colonial wars stimulated the growth of ideas on race in this Atlantic system, leading to the emergence of racial stereotyping and the development of strict racial categories among British colonists, which contrasted with Spanish and French acceptance of racial gradations. Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy. As regional distinctiveness among the British colonies diminished over time, they developed largely similar patterns of culture, laws, institutions, and governance within the context of the British imperial system. Late 17th-century efforts to integrate Britain’s colonies into a coherent, hierarchical imperial structure and pursue mercantilist economic aims met with scant success due largely to varied forms of colonial resistance and conflicts with American Indian groups, and were followed by nearly a half-century of the British government’s relative indifference to colonial governance.
**Chronological Review, American Indians**

**Skill Type 1: Chronological Reasoning**
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

**A Brief Review of Treatment of American Indians in the Thirteen Colonies**

17th and 18th Centuries – disease decimates majority of Indian population. Other interactions were based largely on competition for resources and cultural conflict.

Complete the brief timeline review below by adding definitions, notes, and analysis of causation and change over time.

- Virginia – “starving time”
  - Pocahontas

- Powhatan Wars

- New England - Squanto - Thanksgiving
  - King Phillip

- Deerfield Massacre

- Pennsylvania / William Penn – Quaker interactions

- Rhode Island / Roger Williams buy land from natives

- Albany Plan of Union – Franklin – union 1754 w/ Iroquois against other tribes

- Spanish – encomienda – slavery, missions – California

- French – fur trappers and fur trading networks

- French and Indian War – 1757-1763 – Proclamation Line of 1763

*Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document*
Many American Indian groups reacted to the colonial newcomers with apprehension, curiosity, and general friendliness… especially after they got a taste of European goods, especially guns. As time went on, the cultural conflict, especially over land ownership and religion, led to continued competition with lack of common ground to create lasting agreements and coexistence.

The Indian tribes of greatest significance to the early French and British colonists are the Iroquois and a rival group, the Huron (part of the same Iroquois linguistic family). The Huron are the Indians first encountered along the St Lawrence river by Jacques Cartier in 1534. But by the time Samuel de Champlain returns to claim the region for France, in 1603, the Huron have been driven west by the Iroquois. The two tribal groups are fierce competitors in the developing fur trade. In the late 16th century both sides establish protective confederacies. The Huron confederacy brings together the Bear, Cord, Rock and Deer tribes into an alliance numbering some 20,000 people. The Iroquois derive from south of the Huron territory, in the region stretching from the eastern Great Lakes down through the Appalachian mountains into what is now the state of New York. Their confederacy, also formed in the late 16th century, is an alliance between five tribal groups - Mohawk, Oneida, Onondaga, Cayuga and Seneca. Together they become known as the Iroquois League. The Iroquois League is no larger than the Huron equivalent, but it is better organized and more aggressive. In 1648-50 Iroquois raiding parties kill and capture thousands of Hurons, driving the survivors west towards Lake Michigan and Lake Superior. As a result the Iroquois gain control of a region of great strategic significance in the expansion of European colonial interests. The Iroquois territory lies between the coastal colonies of the English and the fur-trading empire of the French, stretching from the Great Lakes down the Ohio and Mississippi rivers. The friendship of the Iroquois League becomes an important factor in the new-world struggle between the two European powers. It is the misfortune of the French that they have from the start befriended the Huron, ancient enemies of the Iroquois. The Iroquois incline for this reason to the English. From 1664 the town of Albany (acquired in that year by the English from the Dutch) becomes the Iroquois’ main link with the colonists - both in terms of trade and diplomacy.

Representatives of the Iroquois League are present at a gathering in Albany in 1689 which is one of the first joint assemblies of English colonies. Delegates from New York, Massachusetts Bay, Plymouth and Connecticut discuss with the Iroquois a plan for mutual defense. The Iroquois are again present at the much more significant Albany Congress of 1754. On this occasion the topic is a very specific threat of war. Even while they talk, George Washington is skirmishing with French troops in the Ohio valley. It is the opening engagement in what becomes known as the French and Indian War. Each European side is eager to secure the support of its traditional Indian allies. The Iroquois are particularly important as they control the Appalachian Mountains which separate the British colonies from the Ohio valley. There are 150 Indian representatives at the congress, negotiating with twenty-five commissioners from the colonies of New York, Pennsylvania, Maryland, Massachusetts, Connecticut, Rhode Island and New Hampshire. The Iroquois are sent away with presents and with promises (later disregarded) that English settlers will not encroach on their lands. In the event Iroquois support for the English is not solid in the coming conflict, but this does not affect the outcome.

Source: http://www.historyworld.net
Continuity/Change over Time, Causation, & Comparison. American Indian History

Brief Summary – Read, Review, Study... and Highlight Cues and main ideas!

Period 3, 1754-1800

Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States. Throughout the second half of the 18th century, various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the new United States government. English population growth and expansion into the interior disrupted existing French–Indian fur trade networks and caused various Indian nations to shift alliances among competing European powers. After the British defeat of the French, white–Indian conflicts continued to erupt as native groups sought both to continue trading with Europeans and to resist the encroachment of British colonists on traditional tribal lands. For example, following the French and Indian War, Pontiac organized an alliance of Indians to rebel against the English victors. Pontiac’s Rebellion resulted in the British Proclamation Line of 1763 which prohibited colonists from moving into the coveted Ohio Valley. Many colonists fled the valley due to Indian raids, but other continued to demand the right to move into territory that wasn’t “being used.” (culture conflict = land ownership).

During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands. The Iroquois Confederacy maintained somewhat friendly relations and maintained some of their territory in the New York area while others were being pushed westward, for example. Chief Little Turtle and the Western Confederacy (Ohio Valley) negotiated treaties to maintain some of their land, but in future years these lands would be taken as westward migration of settlers and then Americans overcame the region (Northwest Indian Wars, War of 1812).

Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity. As migrants streamed westward from the British colonies along the Atlantic seaboard, interactions among different groups that would continue under an independent United States resulted in competition for resources, shifting alliances, and cultural blending. The French withdrawal from North America and the subsequent attempt of various native groups to reassert their power over the interior of the continent resulted in new white–Indian conflicts along the western borders of British and, later, the U.S. colonial settlement and among settlers looking to assert more power in interior regions. For example, the Paxton Boys slaughtered Indians in Pennsylvania in protest of protection of Indians and pacifism regarding frontier conflict.

The Spanish, supported by the bonded labor of the local Indians, expanded their mission settlements into California, providing opportunities for social mobility among enterprising soldiers and settlers that led to new cultural blending. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West. As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory. The Constitution’s failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Comparison, American Indian History

Historical Thinking Skill 4: Comparison (comparing AND contrasting)
Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience. It's not just about similarities and differences… It's about the significance of those similarities and differences… Proficient students should be able to…
- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

Prompt: Compare the cultural values and attitudes of different European and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts. Confine your analysis to North America from 1607-1776.

1. This is a complex prompt. What skill(s) are being tested?

2. What is your main topic? Contextualize it!

3. Identify and explain three specific ways the European peoples were either similar to or different from native peoples in the colonial era.
   a. 
   b. 
   c. 

4. Were there more similarities or differences? How does this relate to intergroup relationships?

Write your thesis… be sure to ATFP (Address The Full Prompt)!
Now, in the 1790s, there is a desperate Indian attempt to resist the westward pressure of American settlers. The Indians are dangerously misled in their campaign by British encouragement, which is never transformed into any degree of practical help. Before independence four colonies (Virginia, New York, Connecticut, and Massachusetts) have claims under their original charters to parts of the Ohio region. During the 1780s they cede these claims to the federal government. In 1787 Congress defines the region as the Northwest Territory. All land within it is to be sold in lots, either to individuals or companies. It is expected that as many as five states will eventually emerge from this area. Meanwhile separate parts of it are to be administered as territories. Once a territory has a population of 60,000 free inhabitants, it will have the right to draw up a state constitution and to enter the union on equal terms with the original thirteen states. These careful proposals pay scant attention to the interests of the Indians. They rely on disputed treaties, virtually imposed on the tribes by American delegates in 1784-5 and rapidly repudiated by the Indians themselves. In 1789 the government builds Fort Washington (the kernel of the future Cincinnati) on the north bank of the Ohio River. Meanwhile violent Kentucky frontiersmen have been creating mayhem in raids on Indian villages. The result is equally violent reprisals, led by the chiefs of the Miami and Shawnee tribes who are determined to keep the American intruders south of the Ohio River. Two expeditions sent by George Washington against the tribes are complete disasters. The second, in 1791, is led by a personal friend of Washington, Arthur St Clair. His 1400 men are surprised by the Indians at dawn in their camp beside the Maumee River. Three hours later more than 600 are dead and nearly 300 seriously wounded. Indian casualties are 21 killed and 40 wounded. It is one of the worst days in US military history. The Americans have their revenge in 1794, once again in the region of the Maumee, when an army commanded by Anthony Wayne defeats a force of Shawnees and other tribes at a woodland location which becomes known as Fallen Timbers.

In the aftermath of the Battle of Fallen Timbers, representatives of the defeated tribes assemble for peace talks in Fort Greenville in 1795. Their leaders accept a treaty [Treaty of Greenville] which cedes to the United States much of present-day Ohio. This concession, giving the green light to a surge of new land speculation and settlement, is only the first of many in the region. Eventually the Northwest Territory yields five states, joining the union between 1803 and 1848 (Ohio 1803, Indiana 1816, Illinois 1818, Michigan 1837, Wisconsin 1848). In the early years, until 1813, Indian resistance to this encroachment is gallantly continued by Tecumseh. But the beginning of the National Road in 1811 is a powerful sign of American determination to open up the region. The National Road eventually connects Baltimore, Maryland to southern Illinois.

Source:http://www.historyworld.net
Continuity/Change over Time, Causation, & Comparison, American Indian History

Brief Summary – Read, Review, Study... and Highlight Cues and main ideas!

Period 4, 1800-1848

While Americans celebrated their nation’s progress toward a unified new national culture that blended Old World forms with New World ideas, various groups of the nation’s inhabitants developed distinctive cultures of their own. Various groups of American Indians, women, and religious followers developed cultures reflecting their interests and experiences, as did regional groups and an emerging urban middle class. Whites living on the frontier tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations. This led to events like the Seminole Wars which resulted in U.S. acquisition of Florida through the Adams-Onis Treaty and further white encroachment and forced migration of Indians. Andrew Jackson led the first Seminole War and later furthered his Indian removal agenda as President in his Indian Removal Act which resulted in the Trail of Tears.

Period 5, 1844-1877

The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups’ cultures and ways of life and raising questions about their status and legal rights. In this Civil War era, for example, Custer’s Last Stand illustrated the westward movement and conflict over territory leading a long series of Indian Wars that will stretch to Wounded Knee in 1890 which marks the enclosure of the West and the reservation system’s full implementation. Many of the Five Civilized Tribes who had been forcibly removed (Trail of Tears) fought with the Confederacy in the Civil War.

Period 6, 1865-1898

As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation. The Dawes Severalty Act (Dawes Act) included not only the reservation system and dependence on the federal government for American Indians, it also included provisions of forced assimilation including individual land ownership. In this era of Indian Wars, the federal government also outlawed the Ghost Dance, which was an Indian movement of unity and spirituality that predicted one day the White man would be no more.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Causation, American Indian History

Skill 1: Historical Causation (cause and effect/impact)
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
Proficient students should be able to …
- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

Prompt: Analyze the effects that migration, disease, and warfare had on the American Indian population from colonization through Civil War.

1. Define your parameters…

2. Contextualize the main topic…

   Local Context: 
   
   Broad Context: 
   
   Comparative Context:

3. Identify and explain one specific way each factor impacted American Indians.

   migration…
   disease…
   warfare…

4. Which factor had the greatest impact on American Indians? Explain your reasoning.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
Interpreting, Making Inferences and Drawing Conclusions... American Indians

Skill 7: Appropriate Use of Relevant Historical Evidence
Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

Skill 8: Interpretation
Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found in both primary and secondary sources.

Short Answer Objectives:
Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.
Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

First, complete your HIPP analysis for the map! (map source unknown)

Historical Context...

Intended audience, Purpose, or Point of view...

Second, Using your knowledge of history and the map provided, answer the following questions in complete sentences on a separate sheet of paper.

a. Briefly explain ONE way migration and the search for economic resources affected social or political developments during the Civil War and Reconstruction era.

b. Briefly compare your answer in part a. to ONE event prior to the Civil War in which migration and the search for economic resources caused similar impact on social or political developments in the United States.

c. Briefly explain ONE way the developments in your answers for a. and b. impacted American Indian life in the 20th century.
Continuity/Change over Time, Causation, & Comparison, American Indian History

Brief Summary – Read, Review, Study... and Highlight Cues and main ideas!

Period 7, 1898-1945

This era in the framework does not have a significant emphasis on American Indian history, however it is important to mark a few important moments in this time period regarding the ongoing American Indian history thread. As the country transformed into an economic powerhouse and then fought in WWI to “make the world safe for democracy,” American identity continued to develop and some of those developments regarded American Indians. In the 1920s, President Calvin Coolidge signed the Indian Citizen Act, granting automatic American citizenship to Native Americans born in the United States. The law attempted to finalize Indian assimilation into white culture while permitting Indians to retain some of their tribal traditions. In an effort to improve the federal government’s relationship with Indians, Coolidge tried to appear as a strong supporter of tribal cultural rights. On personal moral grounds, Coolidge sincerely regretted the state of poverty to which many Indian tribes had sunk after decades of legal persecution and forced assimilation [Dawes Act of Gilded Age]. After signing the Indian Citizen Act at the White House, President Coolidge, in stiff white collar and dark suit, posed with four Osage tribal leaders, three of whom had donned traditional ceremonial dress. Earlier in 1923, he met with the Committee of 100 on Indian Affairs, and in 1925, he invited a group of Sioux from the Rosebud Reservation to the White House. Two years later, President Coolidge accepted honorary tribal membership from Sioux Chief Henry Standing Bear. Still, the act Coolidge signed on June 2, 1924, skirted the issue of tribal sovereignty. (source: history.com)

Later, during the Great Depression, President Franklin Roosevelt signed the Indian Reorganization Act which is also known as the Indian New Deal. This secured certain rights to American Indians, including Alaska Natives. These actions contributed to the reversal of the Dawes Act's privatization of communal holdings of American Indian tribes and a return to local self-government on a tribal basis. The Act also restored to Indians the management of their assets (being mainly land) and included provisions intended to create a sound economic foundation for the inhabitants of Indian reservations. (source: Wikipedia.org)

In World War II, the Navajo Code Talkers made a priceless contribution to the war effort by using their native language as a code which was never broken. At the end of this era, most American Indians were living on reservations, still, but migration off reservations into mainstream society would increase more in the next period.

Period 8, 1945-1980

Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses. Stirred by a growing awareness of inequalities in American society and by the African American civil rights movement, activists also addressed issues of identity and social justice, such as gender/sexuality and ethnicity. Latinos, American Indians, and Asian Americans began to demand social and economic equality and a redress of past injustices. The American Indian Movement (AIM) challenged government policies regarding land ownership which resulted in the occupation of places such as Wounded Knee. Several court cases dealt with the issue of fair compensation for lands that were taken, but lands were not given back and the Sioux, for example, refused to accept payment.

Liberalism reached its zenith with Lyndon Johnson's Great Society efforts to use federal power to end racial discrimination, eliminate poverty, and address other social issues while attacking communism abroad. One program of the Great Society that greatly impacted American Indians was the Office of Economic Opportunity which included extending educational opportunities to Indians in schools run by Indians, respecting native culture, a dramatic change from earlier policies.
**Chronological Reasoning, American Indians**

**Skill Type 1: Chronological Reasoning** Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

**Thematic Review**... The following review and analysis activity traces some key events in American history with this theme in mind. Complete it by adding notes on the significance/impact of each item to/on Native Americans. Some items have been completed for you.

1492

**Christopher Columbus**... from Italy, sailed for Spain, landed in Bahamas beginning era of exploration, colonization of Americas. Columbus called the natives “Indians” thinking he was in the Indies. This discovery, although he never set foot in what is now the United States and may not have even realized he had discovered a new continent, was a key moment in American history for it begins the era of colonization.

1607

**Jamestown, Virginia**... first permanent settlement for England, funded by joint-stock company to find gold. There were 10-90 million natives at this time. The Powhatan relationship is strong at first, but ends in war and the destruction of the Powhatan nation. Future Indian removal foreshadowed by what happens in Virginia.

1763

**French and Indian War** ends... and although the colonists and British win... (defeating the French and Indians)... fighting continues with Pontiac’s Rebellion. This lead to the British Proclamation Line of 1763 which attempted to end war and conflict by drawing a line and preserving Indian territory west of the Appalachian Mountains. It is a failure, however, as colonists move into the territory anyway and Indian conflict continued.

1811

**Battle of Tippecanoe** (War of 1812)...

1814

**Battle of Horseshoe Bend** (First Seminole War)...

1824

**Office of Indian Affairs** established...

1830

**Indian Removal Act** signed by Andrew Jackson...

1831-1838

**Cherokee Nation v Georgia**...

1837

**Battle of Lake Okeechobee** (Second Seminole War)...

1854-58

**Third Seminole War**...
**Thematic Review... American Indians**

Continued...

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1868</td>
<td>Treaty of Fort Laramie...</td>
<td></td>
</tr>
<tr>
<td>1871</td>
<td><strong>Indian Appropriations Act</strong></td>
<td>This made the entire Native American population wards of the nation. It outraged <strong>Helen Hunt Jackson</strong> who then researched and wrote a book, <em>A Century of Dishonor</em>, which inspired many to support Indians... unfortunately most of that “help” became forced assimilation and parochial education.</td>
</tr>
<tr>
<td>1876</td>
<td><strong>Battle of Little Big Horn: Custer’s Last Stand</strong></td>
<td>the most famous action of the <strong>Great Sioux War</strong> of 1876. It was an overwhelming victory for the Lakota, Northern Cheyenne, and Arapaho, led by several major war leaders, including <strong>Crazy Horse</strong> and inspired by the visions of <strong>Sitting Bull</strong>. The <strong>Sun Dance</strong> had been created a year earlier, and the cooperation among tribes helped their resistance to westward expansion. Although the American Indians won this battle and General <strong>George Custer</strong> and more than 200 others were killed... it was the last solid victory.</td>
</tr>
<tr>
<td>1887</td>
<td><strong>Dawes Act</strong> (aka General Allotment Act)...</td>
<td></td>
</tr>
<tr>
<td>1890</td>
<td>Wounded Knee Massacre (Battle of Wounded Knee)</td>
<td><strong>Native population down to 250,000</strong>... it wasn’t just disease that decimated the native population between 1500-1900 North America... it was also warfare, loss of territory, and the near extinction of the <strong>Buffalo</strong>.</td>
</tr>
<tr>
<td>1900</td>
<td></td>
<td><strong>Burke Act</strong>... an attempt to amend Dawes Act... it pertained to Indians who took allotments under Dawes. The law withheld citizenship until the end of the twenty-five year trust period or until the allottee received a fee patent from the secretary of the interior. It further stated that any Indian who had taken up residence apart from the tribe and who had &quot;adopted the habits of civilized life&quot; was declared a citizen and was entitled to all the rights, privileges, and immunities of citizenship. It was further paternalism and attempt to assimilate natives.</td>
</tr>
<tr>
<td>1906</td>
<td></td>
<td><strong>Indian Citizenship Act</strong></td>
</tr>
<tr>
<td>1924</td>
<td></td>
<td><strong>Indian Reorganization Act/Indian New Deal</strong></td>
</tr>
</tbody>
</table>
Thematic Review... American Indians

Continued...

1946  Indian Claims Commission established by Congress

1964  Civil Rights Act

1965  Voting Rights Act

1968  American Indian Movement (AIM)

1969  Alcatraz Island occupied, 9 months... claimed that unused federal land (Alcatraz prison had basically been abandoned) be returned to the Indians (citing 1800s Sioux treaty). They didn't get the land.

Mayflower replica seized by AIM... painted Plymouth Rock red... and fought for “red power.”

Trail of Broken Treaties: March on Washington; Occupation of BIA (Bureau of Indian Affairs building)... brought attention to the history of broken treaties and treatment of natives throughout American history... part of Native civil rights movement.

Standoff at Wounded Knee, South Dakota... occupied it for 71 days against law enforcement... protesting unfair justice and inadequate civil rights for natives on reservations. A more militant protest that did not result in return of land.

American Indian Religious Freedom Act

United States v. Sioux Nation of Indians

population up to 2.5 million natives in America

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
**Skill 2: Patterns of Continuity and Change over Time**

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to:
- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

**Prompt:**
To what extent did the United States federal government maintain continuity or foster change in the lives of American Indians from the late 19th century through the 20th century?

Define your parameters, and analyze important turning points referenced on the timeline.

1. Identify three major turning points and briefly explain how they maintained continuity or fostered change. Be sure to address EXTENT!
   a) 
   b) 
   c) 

   Which one fostered more change? (specific event)  
   What maintained continuity the most

2. Write your thesis!