

Contextualization & Synthesis... Period 2 Key Term Practice

From the 2015 Revised Framework:

Contextualization involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes. Proficient students will be able to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines. Proficient students will make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

From the 2015 Revised Rubric for the DBQ:

CONTEXTUALIZATION: 1 point - Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.

SYNTHESIS: 1 point - Extends the argument by explaining the connections between the argument and ONE of the following:

- A development in a different historical period, situation, era, or geographical area.
- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only).

Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.

Directions:

- Review the Period 2 Content Outline as well as the guidelines for contextualizing and synthesizing topics.
- Choose at least two of the key terms to contextualize fully (writing in complete sentences), and then discuss how to contextualize the others. Make sure you understand each term (not just the ones highlighted), as each of these terms may be subject to specific multiple choice questions on the test!

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Period 2 CONTENT OUTLINE, 1607 -1754

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. **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.
- 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 **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.
 - C. The **middle 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.
 - D. The **colonies of the southernmost Atlantic coast** and the **British West Indies** used long growing seasons to develop **plantation** economies based on exporting **staple crops**. 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 town meetings, which in turn elected members to their colonial legislatures; in the **Southern colonies**, elite planters exercised local authority and also dominated the elected assemblies.
- 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 **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.
 - 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.
 - 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.
 - 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.

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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.
 - 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 **mercantilist** economic aims, but conflicts with colonists and **American Indians** led to erratic enforcement of **imperial policies**.
 - D) **Colonists’ resistance** to imperial control drew on local experiences of **self-government**, evolving ideas of liberty, the political thought of the **Enlightenment**, greater religious independence and diversity, and an ideology critical of perceived corruption in the **imperial system**.
- 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 **Atlantic slave trade** due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of **indentured servants**. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging **plantation systems of the Chesapeake** and the **southernmost Atlantic coast** had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the **West Indies**.
 - B) As **chattel slavery** became 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.



Sample:

LOCAL	{	Who/What/When/Where, etc.: During the Colonial Era, the British Empire developed an economic policy of mercantilism which was a policy which dictated power and strength came from government regulated trade, colonies served the mother country by supplying raw materials and providing markets, and the accumulation of wealth was an ultimate goal. Regulations such as Trade and Navigation Acts were numerous as they served to support growth of a self-sufficient empire.
BROAD	{	Big Picture/Themes: <i>The creation of colonies was motivated by economics. Colonial economies developed and operated inside a system of rules, regulations, expectations that served the mother country. Also, when regulations were more tightly enforced, the colonists became resentful as they had experienced a period of Salutary Neglect. The implementation of mercantilism had the unintended consequence of inspiring rebellion. The development of American identity and political systems over the era did not align with mercantilism.</i>
OTHER	{	Similar (or Different) in Kind but from a different time: <i>Today, the United States operates in a global economy that has far fewer regulations and restrictions and more emphasis on reducing trade barriers like tariffs and encourages the buying and selling of goods across the globe.; This economic policy is much different from the mercantile policies of Britain during the Colonial Era.</i>

Contextualization & Synthesis... _____

(your chosen term)

Explain the historical context of two key terms from the Period 2 Content Outline, and explain how the broad context of this exchange connects to another era/context. Consider having each member of your group choose a different term and then discussing each analysis. Write in complete sentences!

Local Context
(Who, What, When, Where)

