

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

Image captured from <http://www.historicalpreservationgroup.com>

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 words “Native American” appears 41 times in the revised framework (old framework only once). “Indian” appears 33 times in the new framework. That is a total of 74! Consider that number compared to the frequency for “Black” and “African American” 18 times, “women” 28 times, “Mexican/Mexican American” 4 times, “Asian/Asian-American” twice. It is important that you are ready for these questions. ☺

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, who typically receive most of the focus in history courses, 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 Indonesia (the “Indies”), American Indians is the most direct and understandable term that has support not only of academia but also the majority of American Indians, themselves. In the content outline, “Native American” mostly connects with pre-colonial and colonial history and “American Indian” to the rest.



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.
Evaluate the extent to which European colonists contributed to maintaining continuity as well as fostered change within native populations from first contact 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 second 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.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 and 2015 revised College Board APUSH Framework and other sources as cited in document. Some sources are unknown, and many are public domain.

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

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

MAIN IDEAS

As native populations 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.

Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies. An example of a Southwest Native group was the Anasazi cliff dwellers who were the ancestors of the Pueblo (The Pueblo interacted with the Spanish during the colonial era.) The Anasazi adapted to their environment by building permanent structures on cliff sides, meeting places (kivas) underground, and by developing agricultural techniques like tree sister farming (beans, maize, squash) and irrigation. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles. The Plains Indians such as the Sioux were more mobile, because they had to follow/hunt the food such as American bison as well as react to weather patterns. They did not develop advanced agriculture like the Anasazi had done. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean. In the American Northeast, the Chinook developed fishing techniques and tools such as harpoons and nets, and adapted to a rainy climate with protective longhouses made of wood (plentiful forests). In the Northeast and along the Atlantic Seaboard some groups like the Wampanoag (New England/Northeast) and Powhatan (Virginia/Atlantic Seaboard). Wampanoag and Powhatan farmed, had male hunters, and female farmers. Both of these groups were close to the sea and developed methods of harvesting clams, oysters, lobsters, crabs, etc. as well as fishing. The Wampanoag even taught the Pilgrims how to farm in the rocky unfertile soil, using fish as fertilizer.



Stop & Write!

On a separate sheet of paper, address the SAQ.

Using your knowledge of history --regarding Native American history prior to European settlement-- answer (a), (b), and (c).

- a. Briefly explain ONE way the environment of North America impacted migration of native peoples before European colonization.
- b. Briefly explain ONE way Native Americans adapted to the environment prior to European colonization in ONE of the regions illustrated on the map.
- c. Briefly explain how Native Americans in ONE OTHER region adapted to their environment prior to European colonization.

Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: 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.

European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies. 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. The Columbian Exchange brought new crops such as potatoes, corn, and tomatoes *to* Europe *from* the Americas, stimulating European population growth as their diets improved and became more diverse/healthy. Animals were also exchanged, such as the cow and horse to America from Europe. These animals led to the transformation of the Indian culture in many areas as they became mobile. The Plains Indians mastered the horse and used it better adapt to their lifestyle. New sources of mineral wealth such as gold and silver facilitated the European shift from feudalism to capitalism. Many explorers and colonizers were motivated to come to America in order to find these minerals (profit motive), and many served their monarch by returning a handsome portion to the crown. Spain became extremely wealthy from gold before England had made their first attempt at colonizing. Improvements in maritime technology such as the compass and other tools for charting a course led to increase exploration as well as increased exchange across the Atlantic. More organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas. Jamestown, the first permanent British colony, was funded by a joint-stock company, a pre-cursor to the corporation.

Stop & Write!

On a separate sheet of paper, address the SAQ.

- Briefly explain ONE way European exploration to the Americas created economic change for the Atlantic world.
- Briefly explain ONE way the Columbian Exchange impacted Native Americans.
- Briefly explain ONE way the Columbian Exchange impacted Europeans.
- Briefly explain ONE way technology impacted the Atlantic economy.
- Briefly explain ONE way interactions among Native Americans and Europeans impacted the Atlantic economy.

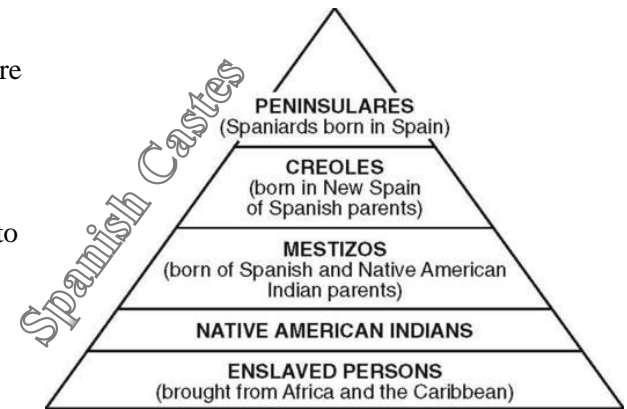
Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics such as smallpox that devastated native populations and by the introduction of crops and animals not found in the Americas. In the *encomienda* system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources. European traders also 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. 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. Enslaving Native Americans was eventually replaced with African slavery. The Natives died in massive numbers due to European diseases, were very resistant to enslavement, and could easily escape since they knew the geography much better than the conquistadores. Africans were more reliable due to their immunities and lack of knowledge of the areas.

In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power. 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. For example, firearms changed warfare for Indians and guerilla tactics changed warfare for European colonists. The more they interacted, the more they influenced each other and the more colonial culture became unique from that of Europe. Many Natives did convert to Catholicism or Protestantism (depending on contact), but Native religions were not embraced as they were deemed pagan or heathenistic. Some African slaves were Muslim as well as many other religions, but most converted to Christianity as well. 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. Many treaties were signed as well as other types of negotiations over land use, but more often intense competition would either lead to Natives moving (voluntarily to avoid conflict or by force) or fighting. The Pueblo fought against the Spanish in the Pueblo Revolt, and actually won (short term). The Powhatans fought a series of three wars with the Jamestown colonists, only to lose and disappear. The Wamponoags and Pequots fought with the Puritans in New England, and after Metacom's War [King Philip's War] were forced out of New England. In Pennsylvania, the Quakers made several peaceful agreements including purchasing land from the Indians. This peaceful type of interaction also happened to a smaller extent in Rhode Island. 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. Eventually Spanish priests helped lead the Spanish crown to change some policies and reduce the brutality but the view that the "civilized" Europeans were superior to the "uncivilized" Natives continued.

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.



Stop & Write!

On a separate sheet of paper, address the SAQ.

Briefly explain ONE way the interactions among Africans, Europeans, and Native Americans created new migration patterns in North America.

Briefly explain ONE way the migration of Europeans to the Americas impacted Native Americans.

Briefly explain ONE way the competition for natural resources in the Americas impacted Native Americans.

Briefly explain ONE reason the labor system changed from encomienda to African slavery.

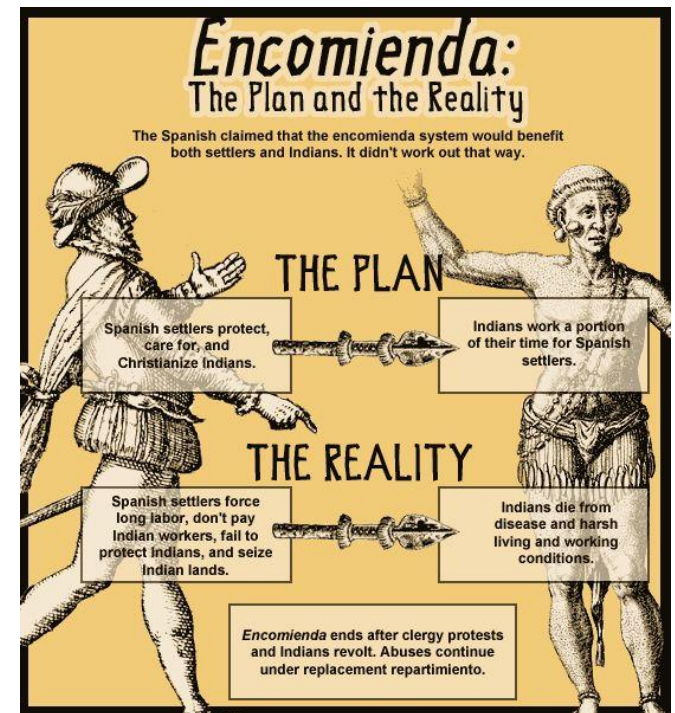
Briefly explain ONE way cultural identity changed for Native Americans due to the interaction with Europeans.

Briefly explain ONE way the worldviews of Europeans differed from Native Americans.

Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: 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.

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. The Spanish were motivated by “Gold, God, and Glory,” finding mineral wealth with gold and silver, spreading Christianity, and bringing glory to their monarch or to themselves. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations such as encomienda which involved Spanish conquistadores Christianizing enslaved Indians in exchange for property wealth (hacienda/plantation). Converting Indians to Christianity was high priority, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society led to a social hierarchy (Caste System) in which white Spanish dominated. The Spanish had a high rated of intermarriage among races, resulting in mulatto and mestizo populations. 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. The French and Dutch, more than the Spanish and English, built trading relationships with American Indians to develop fur and other trading networks. Because they were fewer in number, the English ended up dominating North America on the eastern coast although Spanish maintained dominance in Florida throughout the colonial era. 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 fiercer with more devastating consequences on the Indian population. As colonies grew, Indian groups declined due to not only disease, but warfare and alcoholism.



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. The English rarely intermarried; because so many families came – it was not essential. Jamestown was settled by single men (the first female did not arrive until 1619) and some intermarried such as John Rolfe and Pocahontas. Indentured servants provided workers as well as women to help families develop and grow in Virginia and other southern colonies.

Stop & Write!

On a separate sheet of paper, address the SAQ.

Briefly explain ONE way the causes of Spanish migration to the Americas differed from the English.

Briefly explain ONE way the French and Spanish migrations to the Americas had similar causes.

Briefly explain ONE way French and Dutch colonial efforts influenced the development of North America.

Read, Review, Study... and Highlight Cues and main ideas!

English	French	Spanish
Most colonies established by royal charter. Earliest settlements were in Virginia and Massachusetts but soon spread all along the Atlantic coast, from Maine to Georgia, and into the continent's interior as far as the Mississippi River	First colonies were trading posts in Newfoundland; others followed in wake of exploration of the St. Lawrence valley, parts of Canada, and the Mississippi River. Settlements include Quebec (1608) and Montreal (1642). Louisiana settled in the late 1600s.	Crown-sponsored conquests gained riches for Spain and expanded its empire. Most of the southern and southwestern regions claimed, as well as sections of the California coast. Settlements include St. Augustine, Florida (1565); Santa Fe, New Mexico (1610); and numerous cities in Texas and California.
Colonists were recruited from among middle-class farmers, artisans, and tradesmen. Indentured servants, specialists in certain areas (i.e., sawmill workers, lumbermen), and convicted criminals were also brought over. Immigrants from other countries were welcomed.	Initially fur traders, merchants, and missionaries. In 1665 some 1100 French soldiers arrived and were given land. Neither Protestants nor peasant farmers were allowed to emigrate.	Conquistadores, soldiers, and missionaries were the primary Spanish colonizers; farmers and traders came later.
Distance from England and a frugal Parliament allowed colonists to set up local governments and representative assemblies and to tax themselves, as long as they did not take up arms against the Crown	Colonies were fully subject to the French king. There were no political rights or representative government, and public meetings could not be held without permission.	Colonies were governed by crown appointed viceroys or governors. Settlers had to obey the king's laws and could make none of their own.
Largely non-Catholics. Although some tolerance was practiced in most colonies, the Puritans in Massachusetts established an autocratic and restrictive religious leadership. Pennsylvania mandated complete tolerance.	Even though Protestants had played a role in the founding of New France, from around 1659 on they were excluded from the colony. Colonial life was largely controlled by the French Catholic clergy.	Settlers were restricted to Catholics; Protestants were persecuted and driven out.
Rapid growth due to liberal immigration policies. By 1627 Virginia had approximately 1,000 settlers. By 1754 total population in the English colonies had grown to 1.5 million; this included large proportions of German and French.	Slow growth; by 1672 no more than 5,000 colonists had settled throughout New France. In Canada the French population totaled just under 40,000 by 1734. In Louisiana, by 1763 there were approximately 10,000 settlers, including 5,000 slaves and Acadians.	Slow growth due to greater emphasis on military conquest, poor relations with Native Americans, and numerous early failures to establish permanent settlements. Largest Spanish populations were in Florida, Texas, California, and Mexico.
Originally friendly; early colonists relied on Native Americans for trade and for help with survival. Eventually greed for land led to major conflicts with Indians.	Despite conversion efforts of missionaries, French respect for Native Americans allowed many to forge alliances, especially in their wars against the British.	Spanish missionaries saw Native Americans as heathens to be converted to Christianity; soldiers viewed them as fit only for killing or subjugation.

Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

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. 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. 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. 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 such as tobacco, indigo, rice, and in the Caribbean sugar. 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. 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.

MAIN IDEA: Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

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 such as fur and gaining new sources of labor such as increasing participation in the African slave trade. 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. The population of natives is estimated to have dropped between 70 and 90% in a period of approximately 200 years, mainly due to diseases like smallpox. 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 (see additional notes on the Huron and Iroquois). 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. 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. 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; 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 Philip's 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 tribe's 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.

Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: 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.

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. 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. 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. 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. 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.

"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 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 (the period of salutary neglect not to end until 1763 after the French and Indian War).

MAIN IDEA: 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.

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. 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. Africans developed both overt and covert means to resist the dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.

Stop & Write!

On a separate sheet of paper, address the SAQ.

Briefly explain ONE way patterns of exchange and markets developed in the North American colonies.

Briefly explain ONE way group identities changed over time among developing North American colonies.

Briefly explain ONE way cultural interactions, cooperation, competition, and/or conflict between colonists and American Indians impacted social development in North America.

Briefly explain ONE way religious beliefs/ideas affected the development of North American society.

Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven years' War (the French and Indian War), in which Britain defeated France and allied American Indians. Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy. Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies. After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands. Eventually colonial rebellion led to revolution and independence.

MAIN IDEA: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending. Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain. As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions. As settlers moved westward during the 1780s, Congress enacted the Northwest ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory. An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands. The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

Read, Review, Study... and Highlight Cues and main ideas!

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 and alcohol. 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.

Iroquois and Huron: 16th - 17th century

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 (French and Indian War and then revolution), but this does not affect the outcome (defeat of the French and then colonial independence).

Source:<http://www.historyworld.net>

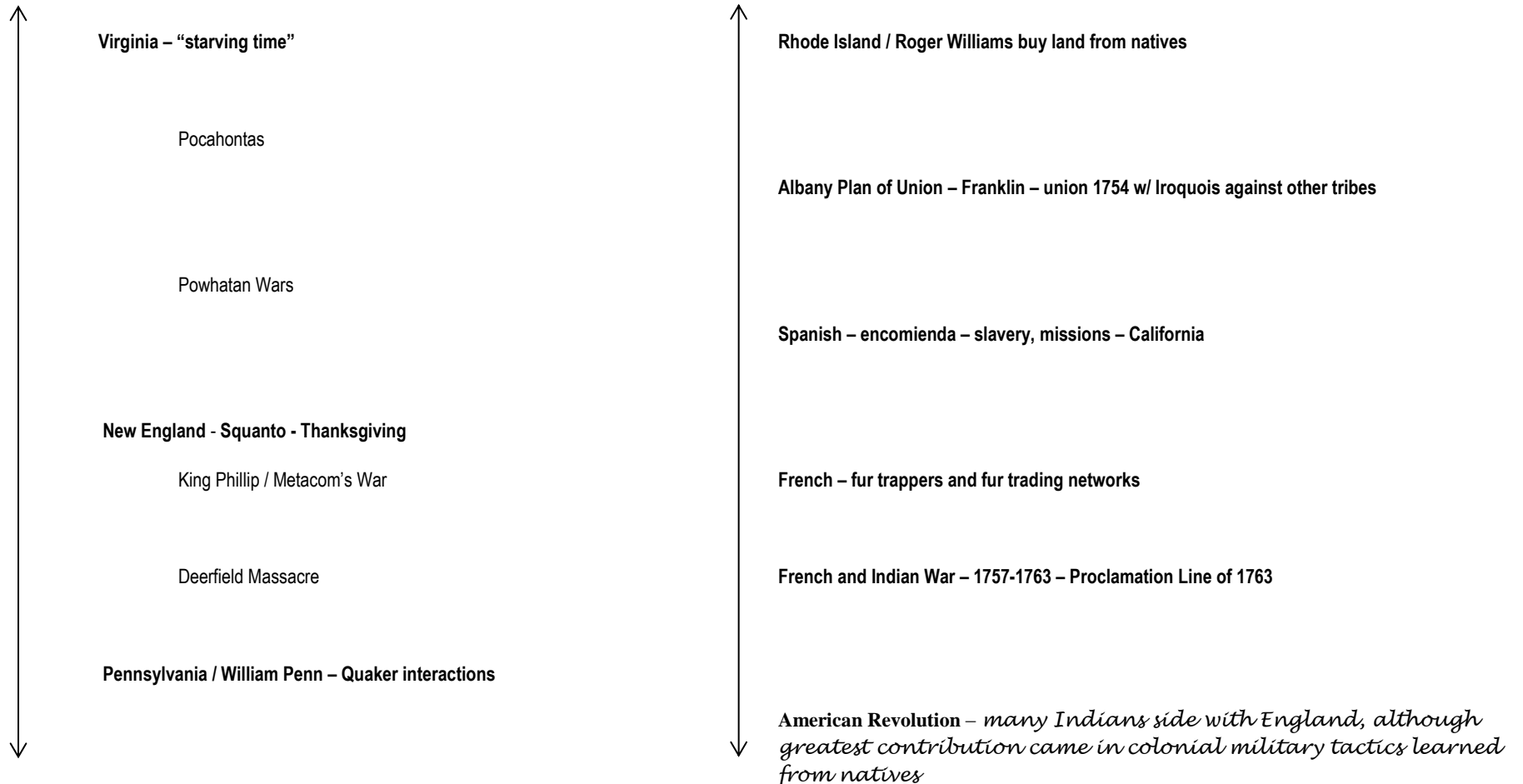
Chronological Review, *American Indians*

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.



Read, Review, Study... and Highlight Cues and main ideas!

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>

Stop & Write!

On a separate sheet of paper, address the SAQ.

Briefly explain ONE way cooperation between American Indians and Europeans impacted economic development in the North American colonies.

Briefly explain ONE way cooperation between American Indians and Europeans impacted political development in the North American colonies.

Briefly explain ONE way cooperation between American Indians and Europeans impacted social development in the North American colonies.

Briefly explain ONE way competition over natural resources impacted British imperial policy in North America.

Briefly explain ONE way competition over natural resources impacted colonial desire for independence.

Write a complete introduction responding to the following prompt:

To what extent did President George Washington's Indian policies of the 1790s maintain continuity or foster change in the relationship between Indians and U.S. citizens?

Read, Review, Study... and Highlight Cues and main ideas!

MAIN IDEA: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade. Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration (Lewis and Clark), military actions (Seminole Wars), American Indian removal (Jackson/Trail of Tears*), and diplomatic efforts such as the Monroe Doctrine. Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

*Despite Chief Justice John Marshall and some Supreme Court rulings defending legal claims and sanctity of treaties with the Cherokee in Georgia, President Andrew Jackson supported the Indian Removal Act and ignored the Supreme Court. Because the president has control of the army (and the court has no means of enforcing laws... that's the responsibility of the executive) the rulings meant nothing the thousands were forced westward on the Trail of Tears. This forced migration included the Five Civilized Tribes who had assimilated to a great extent.

Stop & Write!

On a separate sheet of paper, address the SAQ.

Briefly explain ONE reason for westward migration.

Briefly explain ONE way westward migration impacted American Indians.

Briefly explain ONE way the United States government addressed the increasing competition for resources between Americans and American Indians.

MAIN IDEA: The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. As they expanded, competition over resources threatened American Indian populations.

Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives. The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West. Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean. The U.S. added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands. Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic development. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict. The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity. In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching. As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict. The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty. Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

The Pacific Railway Act and Homestead Acts encouraged migration westward, leading to increasing conflict and competition over natural resources (as well as culture conflict) between Americans and American Indians. As the west became enclosed from the 1860s to 1890, a series of Indian Wars (battles and massacres) resulted in the implementation of the reservation system which had begun in the Jackson Era. The Battle of Little Big Horn was a rare instance of Indian (Sioux) victory over the American military. That battle was caused by Whites' demand that "unused" Indian lands should be available to settlers (especially in areas with mineral wealth such as gold, silver, etc.). Indian culture clashed with American culture for centuries regarding the concept of land ownership. Treaties were violated using "common sense" that if the Indians weren't using the land the U.S. government had the right to take it or renegotiate treaties. As the railroad was built, buffalo hunters including Buffalo Bill (late became famous entertainer with Wild West shows) killed American bison in order to improve rail travel. Buffalo hunting for hides became popular, and this act was heartbreaking and insulting to the Indian culture. Indians on the Plains relied on the buffalo and used every part of the animal. The white hunters just skinned them and left the rest to rot.



Destroying the buffalo herds was also a way to control the Plains Indians, and they were nearly driven into extinction in this era. In 1890 the Battle of Wounded Knee (or the massacre of Wounded Knee) marked the last serious instance of resistance; the American Indians had been forced onto reservations, and the “the West was won.” During this era (the Gilded Age), the U.S. government passed the Dawes Severalty Act which began the process of forced assimilation. It outlawed tribal ownership and it basically promised U.S. citizenship to any Indian who assimilated. Many American Indians did become citizens between this Act and the 1924 Indian Citizenship Act which provided citizenship to those remaining.

During the Great Depression Era, American Indians were helped by Franklin Roosevelt’s “Indian New Deal” (Indian Reorganization Act) which included reversing the Dawes approach of assimilation and instead focused on proving American Indians with the freedom to practice and preserve their cultures. 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. 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.

Later in the post-World War II Era, responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, including American Indians. One goal of the American Indian Movement (AIM) was to reclaim land taken in previous eras such as the “trail of broken treaties” that Helen Hunt Jackson wrote about in the Gilded Age. They wanted redress of past injustices. Some territories were occupied, but the land was not given up. A large settlement was offered to the Sioux, but they rejected it (they would rather have the land). During this modern era, many American Indians migrated off the reservations and into mainstream American society. Today, more American Indians live off of reservations than on them.

Because of their partial autonomy, many Indian reservations have been able to create immense wealth through Casinos which others in their states are barred from, such as the Oklahoma casinos. This has been called their “great revenge” because by making money off booze (and gambling) they are earning money from something (alcohol) that once decimated them in earlier eras. (American Indians still have high rates of alcoholism, but it has improved)

Stop & Write!

On a separate sheet of paper, address the SAQ.

Briefly explain ONE way technology impacted American Indians during the post-Civil War era.

Briefly explain ONE rationale for Indian Removal and the Reservation System.

Briefly explain ONE reason why American Indian civil rights improved from the Gilded Age to the 1930s.

Briefly explain ONE way American Indian culture has changed from the 1920s to modern times.

Write a complete introduction responding to the following prompt:

Prompt: Evaluate the impact of industrialization, westward migration, and military conflicts on American Indian populations. To what extent did these effects maintain continuity or foster change in the relationship between United States citizens and American Indians?

Chronological Reasoning, *American Indian History*

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	↑	<p>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.</p>	1814	↑	<p>Battle of Horseshoe Bend (First Seminole War)...</p>
1607		<p>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.</p>	1824		<p>Office of Indian Affairs established...</p>
1763		<p>French and Indian War ends... and although the colonists and British win... (defeating the French and Indians)... fighting continues with Pontiac's Rebellion. This led 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.</p>	1830		<p>Indian Removal Act signed by Andrew Jackson...</p>
1811	↓	<p>Battle of Tippecanoe (War of 1812)...</p>	1831-1838		<p>Cherokee Nation v. Georgia...</p>
					<p>Trail of Tears ...</p>
			1837		<p>Battle of Lake Okeechobee (Second Seminole War)...</p>
			1854-58		<p>Third Seminole War...</p>
				↓	

Continued...

1868 **Treaty of Fort Laramie...**

1871 **Indian Appropriations Act** This made the entire Native American population wards of the nation. It outraged **Helen Hunt Jackson** who then researched and wrote a book, *A Century of Dishonor, which inspired many to support Indians... unfortunately most of that "help" became forced assimilation and parochial education.*

1876 **Battle of Little Big Horn; Custer's Last Stand...** the most famous action of the **Great Sioux War** of 1876. It was an overwhelming victory for the Lakota, Northern Cheyenne, and Arapaho, led by several major war leaders, including **Crazy Horse** and inspired by the visions of **Sitting Bull**. The **Sun Dance** 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 **George Custer** and more than 200 others were killed... it was the last solid victory.

1887 **Dawes Act (aka General Allotment Act)...**

1890 **Wounded Knee Massacre (Battle of Wounded Knee)**

1900 **Native population down to 250,000...** 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 **Buffalo**.

1906 **Burke Act...** 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 "adopted the habits of civilized life" 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.

1924 **Indian Citizenship Act**

1934 **Indian Reorganization Act/Indian New Deal**

Continued...

1946 **Indian Claims Commission** established by Congress

1964 **Civil Rights Act**

1965 **Voting Rights Act**

1968 **American Indian Movement (AIM)**

Indian Civil Rights Act

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.

1970 **Mayflower replica seized by AIM...** painted Plymouth Rock red... and fought for "red power."

1972 **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.**

1973 **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.

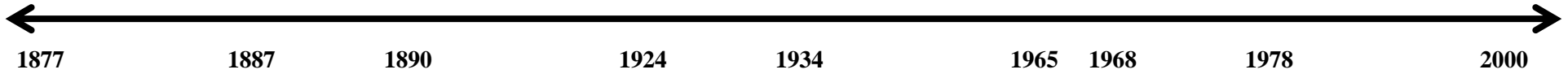
1978 **American Indian Religious Freedom Act**

1980 **United States v. Sioux Nation of Indians**

2010 **population up to 2.5 million natives in America**

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!