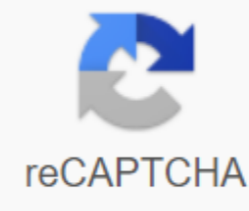




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What is the encomienda system? Is it enough? The encomienda system is a work system established by the Spanish Crown in 1500. This new system rewarded Spanish explorers, conquistadors and earthed soldiers in the New World. But they didn't just get the land, they got the work of the people who live on the earth. Students reviewing for the APUSH exam will find these resources useful for reviewing Period 1 and 2. These periods focus on Native American cultures, early European colonization and interactions with Native Americans and the thirteen colonies (especially in the knowledge of the major characteristics of each colonial region). Click for more information about my Romulus APUSH Review app for iOS and Android. My lecture on Native American cultures is useful in examining the cultures of the great tribal groups that dominated North America before the European settlement. The material in this video is addressed to APUSH Key Concept 1.1. The U.S. ap history exam requires students to be familiar with the early colonization of the Americas of Spanish, French, Dutch, and English. Video lectures about New Spain, New France, New Netherland, and the early English colonies will all be helpful in summarizing, comparing, and contrasting the motives and actions of the colonial powers and the Indians they encountered. The introductory lecture will be useful in understanding the key characteristics of the thirteen colonies and how to compare and contrast the new England, middle and south colonies. Further lectures on the Virginia Colony and Religious Freedom in Colonial New England will be helpful in reviewing details about political, economic, and social life in the Virginia and New England Colonies. #timeline #thingstoknow#courseoverview⌚ 4 min readThere will never be a question about the APUSH exam that specifically asks you to remember once. However, you need to know the timeline of events to place cause and effect. In addition, you can earn sample points to know the data. The following are the data to know for APUSH! Study tip: Create your own quiz deck and study this data! There are tons of decks already made with this data (i.e. here), but actually creating the bridge is an important step in studying📖📑 APUSH live comments happen every week! Check the calendar and save spot.period 1 dates1492 - Columbus first trip→Check our period 1 study guide!period 2 dates - Colonial America 1607 - Jamestown1649 - Tolerance Act1688 - Gorious Revolution1692 - Salem Witch Trials→Check out our study guide Period 2!period 3 dates – American revolution1754–1763 – Seven-Year War1763 – Proclamation of 17631765 – Stamp Act1770 – Boston Massacre1773 – Tea Party1775 – Lexington & Concord1776 – Dec. independence1777 – Battle of Saratoga1781 – Battle of – Treatment of Paris1787 – Constitutional Convention1788 – Washington's Ection1798 – XYZ Affair1798 – Alien & Sedition Acts→Check out our Period 3 study guide!period 4 dates – expansion & democracy1800 – Jefferson's Ection1803 – Louisiana Purchase1812–1815 – War of 18121814 – Battle of New Orleans1816–1824 – Era of Good Feelings1820 – Missouri Compromise1823 – Monroe Doctrine1820s – Sectionalism1828 Jackson –'s Election1830 – Indian Removal Act1832 – Nat Turner's Rebellion1830–1850 – Manifesto Destiny1836 – Battle of the Alamo→Check out our Period 4 study guide!period 5 dates – the civil war1845 – Anoxation of Texas1845–1848 – Mexican-American War1848 – Seneca Falls Convention1850 – Fugitive La Slave w1852 – Uncle Tom's Cabin1854 – Bleding Kansas1857 – Dred Scott Case1860 – Lincoln's Elections1861–1865 – Civil War1862 – Homestead Act1863 – Gettysburg1867 – Reconstruction Acts1867 – Purchase of Alaska1877 – Compromise of 1877→ Check out our Period 5 study guide!period 6 dates – the gilded age1876 – Little Bighorn1886 – Haymarket Square Riot1887 – Dawes Act1887 – Interstate Commerce1890 – Wounded Eduse1890 – Sherman Anitrust Act1894 – Pullman Strike1896 – Cross of Gold speech1896 – Plessy v. Ferguson→Check our study guide Period 6!period 7 dates – progressivism & global conflict 1898 – Annexation Hawaii1898 – Spanish American War1903 – The Wright Brothers1917 – USA enters WWI1920 – Women's Suffrage1920s - Red Scare1920s - Prohibition1929 – Stock Market Crash1932 - Bonus Army1935 - Social Security Act 1939 – World War II begins in Europe1941 – Attack on Pearl Harbor1944 – D-Day1945 – Atomic Bomb dropped→Check out them Period 7 study guide!period 8 dates – the cold war1945–1991 – Cold War1947 – Truman Doctrine1950–1953 – Korean War1950s – McCarthys1954 – Brown v. Board of Ed.1955 - Montgomery Bus Boycott1957 - Sputnik1962 - Cuban Missile Crisis1963 - March on Washington1963 - JFK assassination1964 - Civil Rights Act1968 - MLK killed, RFK killed1968 – Tet Offensive1968 – Chicago Convention1969 – moon landing1972 – Watergate break-in1973 – Roe v. Wade1979 – Iranian Hostage Crisis→Check our study guide Period 8!period 9 dates – modern era1980 – Reagan elected1989 – Cold War ends1991 – Persian Gulf War1994 – Contract with America1995 – Oklahoma City Bombing2000 – Bush v. Gore2001 - 9/11 Tackles2008 – Great Recession2008 – Obama elected2011 - Affordable Care Act→Check out our 9th study guide! The second part of Section II of the AP exam contains three long essay-must questions to answer one. AP USA History Long Question Essay evaluates your ability to apply knowledge of history in a complex, analytical way. In other words, you are expected to treat history and historical questions as a historian would. This process is called historiography – the skills and strategies that historians use to analyze and interpret historical evidence to reach a conclusion. Thus, when writing an effective essay, you must be able to write a strong sentence, clearly developed and supply a substantial amount of relevant evidence to support your thesis and develop a complex argument. The College Council's characteristics of a high-scoring long essay question answer are listed below. Note that the requirements are very similar to those of DBQ; The main difference is that any requirements related to the use of documents are removed from the scoring requirements for the long essay question. In the exam itself, you will read three questions and determine which one you can answer with the utmost confidence. Paraphrase tasks with your own words to make sure you understand what everyone needs. For this sample question, keep in mind that you will be assessing how interactions between Europeans and American Indians have affected companies. As you choose which question you will answer, start thinking about what your thesis will involve and how your e-view will demonstrate a complex understanding. A high-score sample writer's notes are below. Thesis (with complex understanding): Spanish, French and British each used the territory differently; Result: Distinct social models This writer argues that three different countries approaches to the settlement of territories has led to different types of social development, but other types of thesis applications are possible. For example, the thesis could make a single statement about general social models (such as the economic goals of Europeans in the New World and their attitudes of superiority towards American Indians have led to exploited and hierarchical social structures) or focus only on one or two European nations. It also begins to consider how it will demonstrate a complex understanding of the material. Because this writer will analyze how three-nation approaches led to different types of social development, the present will demonstrate a complex understanding by analyzing multiple variables. Then take the time to plan your response. Check your plan against long essay question requirements. See the sample plan a high-scoring writer might make; the scoring requirements are written in bold for the reference. ¶ Intro Context: reasons for European exploration: new technologies, navigation techniques and trade routes Thesis (with complex understanding): Spanish, French and British each used differently; result: distinct social models Body ¶1: Spain objectives: wealth and spread of methods of Catholicism: mining, large-scale agriculture, encomienda, disease/weapons, mission results: forced assimilation, social structure Body ¶2: France objective: method of trade in furs: furs: furs: profitable result relationships: Alliances Body ¶3: UK Objectives: Permanent settlements, Jamestown, religious freedom (New England) methods: more land occupation for agriculture, smallpox, Metacom's War results: deaths of indigenous peoples ¶ conclusion: if Europeans sought permanent settlements or forced labor, led to the decline of the American Indian population, twists, and threats to tradition Use your plan to write each part of the response, and snappy skim for errors when finished. See the following high-scoring response and make sure you read the column to help you identify what makes this response effective. Think about what features you can incorporate into your own free responses. In the 15th and 16th centuries, European nations began to claim different regions of the New World. Using new maritime technologies, such as the astrolabe and improved navigation techniques, the Europeans sought new trade routes to the Indian Ocean and Asia. Sailing west and finding new continents instead, Europeans soon realized the economic potential of the Americas. The Spanish, French and British each took a unique approach to how they used the territories of the New World in which they settled, resulting in distinct and profound models of social development. The Spanish had two major goals: to gain wealth and spread Catholicism to indigenous peoples. Realizing the potential to mine precious metals and take advantage of large-scale agriculture, Spanish American Indians forced them into labor, it would be through the encomienda system. Violence and deception have often been used to subdue indigenous peoples, aided by the technological superiority of European weapons and the spread of devastating diseases. Although some Spaniards came as missionaries with the aim of converting American Indians to Christianity and often protested against the abusive treatment of American Indians, even missions, sometimes essentially, forced labor and forced assimilation to Spanish culture. In the long term, a hierarchical social structure developed in the Spanish colonies where those born in Spain and their descendants (peninsulars and creoles) dominated those of mixed background (mestizos and mulattos) and especially those of pure African or Indian American origin. In general, millions of people perished between disease and ill-treatment, devastatingly weakening traditional cultures but enriching Spaniards. The French differ from the Spanish in their relationship with the indigenous peoples. Using the St. Lawrence River for transport and trade, the French profited from the trade in fur furs, especially beavers, American Indians, and then sent furs to Europe. These they took advantage of the knowledge and assets of the American Indian populations who lived there, and certainly wanted to develop mutually profitable relationships with them. General General a more cooperative relationship helped preserve American Indian cultures and led to alliances between the French nations and the various American Indian nations. These alliances benefited the French in subsequent wars with the British. The British were more interested in establishing permanent communities in North America. Jamestown, Britain's first successful settlement, was economically based. Relations with American Indians became hostile as the number of British settlers increased and they sought to occupy more land for tobacco production. In New England, many of the settlers were pilgrims or Puritans seeking freedom of expression of their religious beliefs. Here, the British also disrupted American Indian societies and established a relationship of hostility between the groups, because the British not only penetrated the native land for agriculture, but began to spread smallpox, killing a large percentage of indigenous peoples. Widespread conflicts have broken out; many British and American Indian villages were destroyed during the metacoma war, but American Indian tribes were largely displaced or eliminated. The British, like the Spanish, resorted to violence to secure their own economic goals and irrevocably disrupted American Indian societies as a result. In general, if Europeans have sought permanent settlements or economic gain at the expense of the forced labor of others, American Indian societies experienced population decline, twists, and, ultimately, threats to their traditional lands and traditions. Traditions.

