Six Degrees of Separation
From Mercantilism to 1763: A Turning Point

Unit Overview:
British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government would eventually lead to a colonial independence movement and the Revolutionary War.

Learning Objectives
1. Discuss how the competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years’ War, in which Britain defeated France and allied American Indians.

Essential Questions
1. How did cultural values and conceptions of group identity and autonomy emerge out of cultural interactions between British government officials, British colonists, Africans, and Native Americans?
2. How were changing religious ideals, Enlightenment beliefs, and Republican perspectives influenced by Atlantic world exchanges? How did these ideals and beliefs shape colonial identity, politics, culture, and society?
3. How did the French and Indian War affect Native American population and the relations between Britain and its colonies?
4. How did conceptions of American identity and democratic ideals emerge and shape the movement for independence?
5. Why did the colonists rebel against Britain?

Period 2 (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.

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

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.
**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.

   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.

**Period 3 (1754-1800)**

**Key Concept 3.1:** 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.

I. 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.

   A. Colonial rivalry intensified between Britain and French 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.

   B. 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.

   C. 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 encroachment of colonists on tribal lands.

**Key Concept 3.2:** The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.

II. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.

   A. Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans’ view of themselves as a people blessed with liberty.
B. The colonists’ belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine’s *Common Sense* and the Declaration of Independence. The ideas in these documents resonated throughout American history, shaping Americans’ understanding of the ideals on which the nation was based.

C. During and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

Related Thematic Learning Objectives:

- **MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States and explain how migration has affected American life.
- **WOR-1.0:** Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples, have influenced political, economic, and social developments in North America.
- **NAT-1.0:** Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- **CUL-1.0:** Explain how religious groups and ideas have affected American society and political life.
- **POL-2.0:** Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

Resources:

- Brinkley, Chapter 4: “Empire in Transition” (Primary reading)
- Brinkley, Chapter 3: “Society and Culture in Colonial America” (Supplementary Reading)
  - Use this source for historical background/context as needed for your introduction
- *AP United States History: An Essential Coursebook* (Supplementary Reading)
- Online resources as needed

Project Directions:

You will be provided with two events spanning decades, but related by their theme. You will select six events in chronological order that link the first event in the series with the last. You must emphasize both cause and effect and/or demonstrate continuity and change over time in your linking.

**Step 1: Choose your Group**

You may choose to work alone or to work with up to two other people.

**Step 2: Draft your Introduction**

Draft an introduction that defines the historical context of the period. Use the above AP US History standards, themes, and essential questions to guide you in your consideration of topics spanning colonial awakenings and enlightenments (patterns of religions, the Great Awakening, the Enlightenment, education, concepts of law and politics) to cultural values and conceptions of group identity and autonomy. Consider what emerges out of the cultural interactions between British government officials, British colonists, Africans, and Native Americans during this time period. Use chapter 3 of Brinkley to aid you in this endeavor.

**Step 3: Make your Selection**

Assigned Events:

- **Opening Event:** Navigation Acts of 1651-1673
- **Closing Event:** Proclamation Act of 1763
In your group select \textbf{SIX} additional events in chronological order that link the first event in the series (Navigation Acts of 1651-1673) with the last (Proclamation Act of 1763).

**Step 4: Complete your Research**
Name each event, and then use your knowledge, textbook, and additional research to define each event. Be sure to include:

- The \textbf{name} of the event
- Detailed \textbf{causes} of the event
- A \textbf{description of the actual event}
- Detailed \textbf{effects} of the event

**Step 5: Create your Product**
Create a product to display your research. Recommended formats include either a PowerPoint or a Prezi. Be sure that your presentation includes:

1. An introductory slide that provides an introduction to the historical context of the conditions leading up to these events, as well as an analytical generalization (thesis statement) that links all eight events together.
2. 8 individual slides containing a minimum of three paragraphs (causes, description, effects) per each of the selected events.
   Each slide should include:
   a. The \textbf{name} of the event
   b. A \textbf{picture or primary source} representing a visual of the event
   c. A paragraph \textbf{description} of the actual event
   d. A detailed argument outlining the \textbf{cause and effect relationship or historical link} between each \textbf{chosen event} and the \textbf{ones preceding it and following it}. Note: This portion of the slide requires careful analysis and should be the portion of the project that you spend the most time on.
3. A concluding slide containing a \textbf{conclusion} that provides an analytical summary statement that explains the progression of the eight events and draws a conclusion. Your conclusion should include analysis of the immediate/short-term impact, as well as the broader or long-term impact of these events.

**Step 6: Extended Events**
List and briefly define alternative events that could have served as additional links between your initial and concluding events. These should be events that you considered for your initial project, but discarded in favor of more relevant ones. Your description and analysis of these events does not have to be to the same depth as those that are formally included in your project.

**Step 7: Presentation**
The final step in this project is to present your findings to the class. Be prepared to explain all aspects of your presentation, including your introduction, chosen events and analysis, your conclusion, and your extended events.
### Degrees of Separation Rubric

**Introduction**
- Provides link between all events

**Navigation Acts of 1651 and 1673**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**First Additional Event**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**Second Additional Event**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**Third Additional Event**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**Fourth Additional Event**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**Fifth Additional Event**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**Sixth Additional Event**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**Proclamation Act of 1763**
- Name and description of the event
- Argument outlining the following:
  - Cause and effect relationship
  - Link to other events

**Conclusion**
- Analytical summary statement
  - Draws a conclusion
  - Explains the progression of the eight events

**Extension**
- List of additional events

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### Points Possible

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<td>Conclusion</td>
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**Total Score:** _______/100