

APUSH **Workbook Unit 1:** *Exploration, Discovery, Colonization; Pre-Columbian Indians* \_\_\_\_\_  
(and Summer Assignment)



There is a summer reading assignment for APUSH. This summer assignment has *four* parts.

- 1) You are to read Carl Becker's "Everyman His Own Historian," a speech he delivered as the president of the American Historical Association. The speech can be found online at:

[www.historians.org/info/aha\\_history/clbecker.htm](http://www.historians.org/info/aha_history/clbecker.htm)

The speech is also found via the link from Wikipedia's "Carl L. Becker":

You are to answer the following questions about doing history:

1. Why does Becker say that we can never be sure of the past?
2. What is the only way, according to Becker, to test the past?
3. What two histories are there, according to Becker? What is Becker's point?
4. What place does anticipation of the future have in the writing of history?
5. What does Becker mean by saying it is impossible to divorce history from life?
6. Why do you think Becker says history changes from generation to generation?
7. Why is it more important for history to be useful than true, according to Becker?
8. By what are all historians limited?
9. What is the illusion of present day historians?
10. Why can man and the world be understood only tentatively? Do you agree with Becker? Why?

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- 2) Read the first chapter of Kennedy's *The American Pageant*, 15<sup>th</sup> edition, Ch. 1 "New World Beginnings." or, read online at [www.americanypawp.com/text](http://www.americanypawp.com/text), 1. The New World and 2. Colliding Cultures

- 3) Fill in the Pre-Columbian Indian Chart. If you Google "Comparison Chart Native American Tribes" or "Native American Charts" or "Native American Comparison Charts" you will get lots of information.
- 4) Fill in the chart "European Colonization of the Americas." The information is found on YouTube under Tom Richey APUSH Review Playlist. Watch these episodes: "Spanish Colonization of the Americas," "French Colonization of the Americas," "New Netherlands," "English Colonization of the Americas." Your quiz will be to fill this chart out by memory on first day of class.

There will be three quizzes upon your return from summer break: 1) "Every Man His Own Historian" ,2) regional differences between Native Americans, and on "European Colonization of the Americas."

Ad Majorem Dei Gloriam!  
Mr. Watson

**PreColumbian Indians Chart**

	Eastern Woodland	Plains	Southwestern	Great Basin	Pacific Northwest
Location/Climate					
Tribes (examples)					
Migration or permanent					
Government					
Religious Practices					
Means of travel					
Food- how acquired					
Shelter/ houses					
Clothing					
Unique characteristics					

European Colonization of the Americas Chart

	<i>Spanish</i>	<i>French</i>	<i>Dutch</i>	<i>English</i>
Region colonized				
Religion				
Interested parties				
Primary economic activity				
Settlements				
Number of colonists				
Evangelism				
Advice to the Natives				

## **Advanced Placement United States History (APUSH) Course Description**

**Mr. Watson**

### **Course Description**

APUSH is a full year college-level course designed to provide students with analytical skills and factual knowledge necessary to deal critically with the events of United States history. Students will examine the political, social, economic, religious, military, and cultural events that have affected the rise and growth of our nation.

The curriculum has been structured to help students prepare for the 3 hour national AP exam in May. Students who pass the exam can get university credit. The exam costs ~\$90. The exam is scored on a scale of 1-5, where 3 is passing, 4 is very good, and 5 is excellent. All students are required to prepare for and take the exam. A bonus in this course is that students do not have to take a second semester final exam. (Yes, you will take a first semester exam.)

### **Objectives:**

- Master a broad body of knowledge about U.S. history
- Demonstrate an understanding of the great issues at the heart of U.S. history
- Differentiate between historical schools of thought ("historiography")
- Use historical data to support and argument or position
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Improve writing and critical thinking skills
- Prepare for and successfully pass the May APUSH exam

### **General Information:**

Expectations: Because this class in many ways is like a college class, there will be more reading and writing than in most high school classes. You can expect to read every night and you will write 17 essays. Because the bulk of the exam is testing of your recall of historical information, it is virtually impossible to pass the AP exam if you have been shirking your study obligation. This class is cumulative, meaning what we cover in August will be on the May exam. Studying notes every day and reviewing throughout the year must be standard procedure.

The unit syllabus will have the due dates of all assignments and test and quiz dates. Homework not turned in is a zero. (Exception: Late essays are graded down 10% per day, including weekends.) If you miss class, it is your job to come to me and turn in items that are due and to get material you missed. Because the national exam occurs a month before the end of school, we cannot afford to squander time with frivolous absenteeism or tardiness. Three tardies = a detention. If you are not seated when the bell rings you are late.

I am looking forward to a year that is both academically challenging and personally enriching as we work together as scholars to master American History for the big May exam.

Grading: 40% Tests, 30% Essays, 25% Quizzes, 5% Homework and Notebook checks

### **Materials:**

An alert mind, Kennedy's *The American Pageant*, other readings will be listed on the unit syllabus and passed out when needed, a notebook, pencil/pen. A review book is optional and recommended.

<b>APUSH Standards Unit 1 (1607-1754)</b>	
The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported settlement, advanced irrigation, and social diversification among societies.	
Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.	
In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agriculture 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.	
European nation's effort 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 to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.	
Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.	

Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics 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 America labor to support plantation-based agriculture and extract precious metals and other resources.	
European traders 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.	
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.	
As European encroachments on Native American's 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.	
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.	

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.	
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.	
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 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.	



<p>The colonies of the southern 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.</p>	
<p>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, elite planters exercised local authority and also dominated the elected assemblies.</p>	
<p>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.</p>	
<p>Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading diseases that caused radical demographic shifts.</p>	
<p>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 American Indian groups.</p>	

The goals and interests of European leaders and colonists at times diverges, 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.	
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 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.	

<p>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 southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.</p>	
<p>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.</p>	
<p>Africans developed both overt and covert means to resist the dehumanizing aspects to slavery and maintain their family and gender systems, culture, and religion.</p>	

**MATRIX of COLONIAL FEATURES**

**NEW ENGLAND**

	Rhode Island	Connecticut	Massachusetts
Founders			
Reasons Founded			
People			
Climate and Geography			
Economy			
Religion			
Politics			

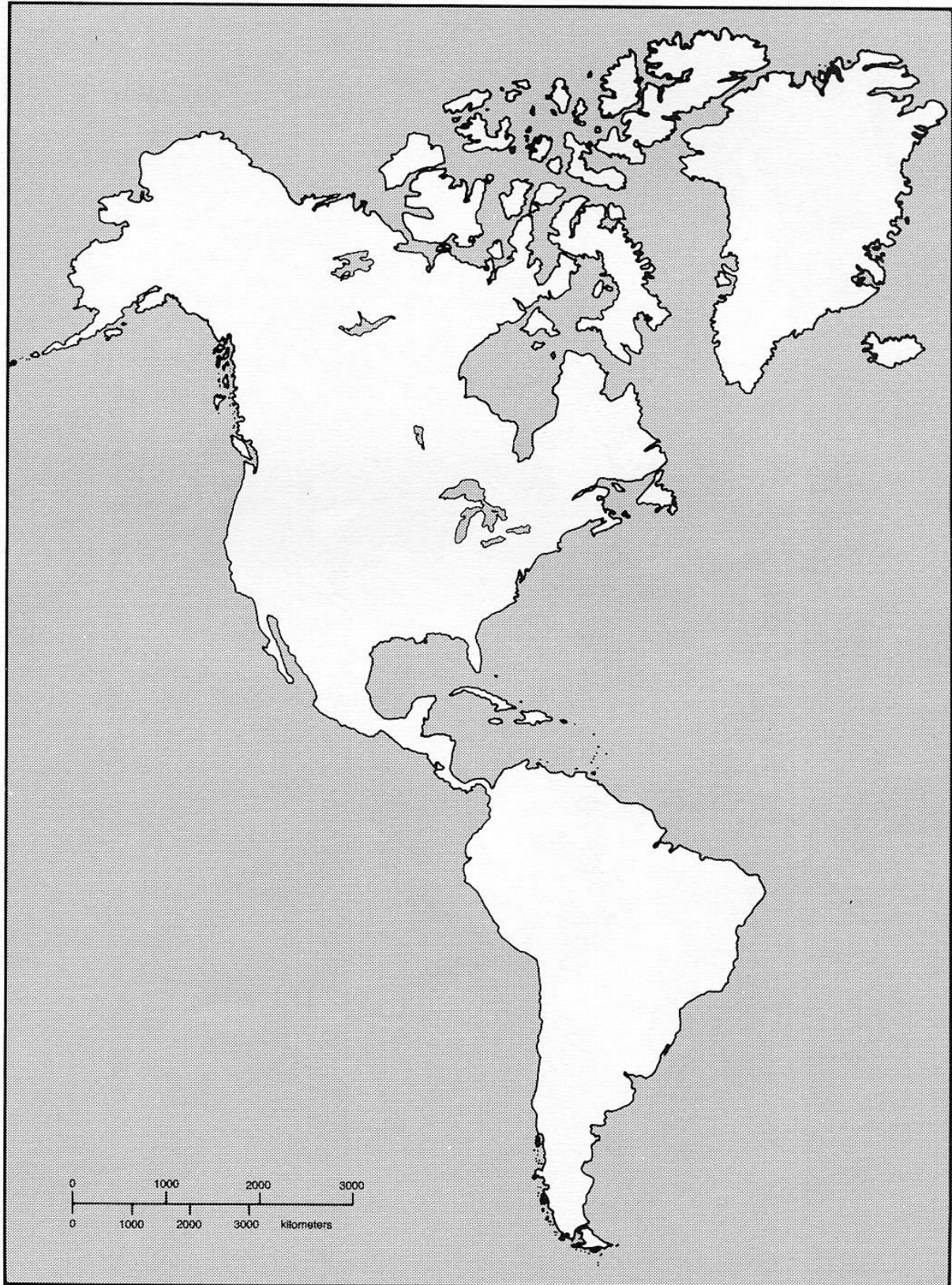
**SOUTHERN COLONIES**

	South Carolina	Georgia	Virginia
Founders			
Reasons Founded			
People			
Climate and Geography			
Economy			
Religion			
Politics			

**MIDDLE COLONIES**

	New York	Maryland	Pennsylvania
Founders			
Reasons Founded			
People			
Climate and Geography			
Economy			
Religion			
Politics			

## WESTERN HEMISPHERE



**Label Americas map:**

**Mexico/Aztecs**

**Cuba**

**Dominican Republic**

**Haiti**

**Hispaniola**

**Puerto Rico**

**Quebec**

**Canada**

**Atlantic Ocean**

**Panama**

**Indicate by dotted lines the exploration routes of:**

**Columbus' 1<sup>st</sup> voyage**

**Cortes**

**DeSoto**

**Champlain**

**Cartier**

**Coronado**

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**APUSH Vocabulary list Unit 1: *Native Americans, Exploration, Discovery, Settlement***

1. Moundbuilders

2. Adena

3. Hopewell

4. Cahokia

5. Powhatans

6. The Five Nations

7. Church of England

8. Conquistadors

9. Mission

10. Columbian exchange

11. Encomienda



12. Pueblo Revolt
13. Mercantilism
14. Navigation Acts
15. John Smith
16. John Rolfe
17. Opechancanough
18. Cecil Calvert
19. House of Burgesses
20. Headright system
21. Indentured servitude
22. New Amsterdam
23. Patroonships
24. Separatists
25. Church of England
26. John Winthrop
27. Joint-stock corporation
28. Predestination
29. Antinomianism
30. Town meeting
31. Pequot War
32. Metacom's War (King Philip's War)
33. Bacon's Rebellion

- 34. Proprietary colony
- 35. William Penn
- 36. Quakers
- 37. Fundamental Orders
- 38. Dominion of New England
- 39. Edmund Andros
- 40. John Locke's *Two Treatises on Government*
- 41. Jacob Leisler
- 42. Regulator Movement
- 43. Stono Revolt
- 44. Triangular Trade
- 45. Middle Passage
- 46. Salutary Neglect
- 47. Scots-Irish
- 48. James Oglethorpe
- 49. Roger Williams
- 50. Anne Hutchinson

### **“Hail Columbus, Dead White Male” Questions**

1. Why do some criticize the celebration of Columbus’ cinquennial?
2. What does the author say should be the real question?
3. What does the author say is part II of the anti-1492 crusade?
4. What does the author say about this?
5. What is the author’s conclusion about Columbus’ legacy to the world?

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### **Questions on the “Puritan Dilemma” excerpt**

1. What was the superficial goal of Puritanism?
2. What requirements regarding the world and work did Puritanism place on an individual?
3. Always the Puritans were to keep their minds focused on whom?
4. What was the effect of Puritans believing they “must live in the world, not leave it”?
5. For what reason did the Puritans work hard?
6. a) What did the Puritans feel they were called to battle?

b) How did the Puritans believe God rewarded an “assault on wickedness”?

7. a) What was the duty of government according to the Puritans?

b) What was the duty of people toward the government?

c) What should happen to wicked rulers?

8. What was the goal of moving as a group to New England?

9. a) What type of society did the Puritans labor to build?

b) What did Puritanism mean by a “covenant” with God?

c) To which Biblical nation did the Puritans compare themselves?

10. Describe the two forms of church government that the Puritans argued over.

11. Why might separatism be a natural problem the Puritans faced?

## Unit 1 Notes: Pre-Columbian Native Americans, Exploration, Discovery, Colonization

### I. Pre-Columbian "Indian" Civilizations

#### A. Origins

1. 20,000-15,000 years ago, a colder climate created a land bridge From \_\_\_\_\_ to North America across what is now the Bering Sea. Nomads followed migrating animal herds.
2. 12,000 years ago, a warmer climate allowed \_\_\_\_\_ hunters To spread south into North (and South) America.
3. 5,000 years ago, Mexico's Indians began the cultivation of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ = "The Three \_\_\_\_\_"
4. When the Europeans arrived, there were ~50 million Indians speaking 2,000 languages (4 million north of Mexico).

#### B. \_\_\_\_\_ Indians, New Mexico, ~13,000 B.C.

1. Hunter-gatherers
2. Disappearance: Pleistocene \_\_\_\_\_ of woolly mammoths and mastadons, disease, conflict (?) led to the end of Clovis society.

#### C. Southwest Chaco Canyon Indians= \_\_\_\_\_ = \_\_\_\_\_, 800 A.D.

1. Agriculture= corn/ \_\_\_\_\_, beans, and squash
2. \_\_\_\_\_ canals, 100 miles
3. Roads
4. \_\_\_\_\_ dwellings, ex) one pueblo had 600 interconnected rooms.
5. Human sacrifice and \_\_\_\_\_

#### D. Mound builder Indians = Mississippian culture

1. \_\_\_\_\_ Indians, 1000 B.C.- 100 A.D. (not a single society)
  - a. Ohio, Indiana, Kentucky
  - b. Agriculture, pottery, trade- Great Lakes, Far West, Gulf
  - c. burial and ceremonial mounds (few survive) in shapes of humans, birds, serpents
2. \_\_\_\_\_ Indians, 200 A.D.-500 A.D.
  - a. NY to Missouri, Wisconsin to Mississippi
  - b. several societies
3. \_\_\_\_\_, 650-1400 A.D.
  - a. huge fortification/ceremonial site near St. Louis, rose high above the water; population 40,000- as big as any medieval European city. Largest mound 100 ft. high.
  - b. Human \_\_\_\_\_ - signs of mutilation, torture, live burial
4. The mounds were for religious ceremonies/temples, government seats

#### E. Southwest and Mississippian cultures \_\_\_\_\_ before European arrivals

Why? (possibilities)

1. climate \_\_\_\_\_
2. population \_\_\_\_\_
3. \_\_\_\_\_
4. destruction of forests
  - a. ex) Chaco Canyon's homes used 250,000 trees; palisades 3 sq. miles = 20,000 trees
  - b. ex) Cahokia's homes used 500,000 trees
5. Soil exhaustion by irrigation \_\_\_\_\_ or erosion from slash and \_\_\_\_\_ agriculture.
6. The Indians adapted their environment: irrigation, deforestation, burning thousands of acres to remove brush to hunt more easily or to plant crops.

F. Eastern North American Woodland Cultures- decentralized, polytheist/pantheist

1. Most Indians along the Atlantic practiced summer agriculture, Supplemented by seasonal hunting and gathering.
2. Women \_\_\_\_\_, men \_\_\_\_\_. Land was held in \_\_\_\_\_. Many cultures were \_\_\_\_\_ - power and possessions passed down the female side of the family. Women often participated in tribal decision- making.
3. divisions among East Coast Indians facilitated conquest. Mostly small, scattered impermanent settlements.
4. East Coast Indians actively molded their environments ex) forests.
5. Largest approximation of a nation-state: the \_\_\_\_\_
  - a. A confederacy of independent \_\_\_\_\_ = the Five \_\_\_\_\_
  - b. Had a robust \_\_\_\_\_
  - c. North American Indians were ~1-4 million of maybe 50 million in the Americas.

G. Differences Indian culture (north of Mexico) from Europeans

1. Women were treated more equally.
  - a. Inheritance was matrilinear.
  - b. Iroquois women picked the chiefs of the ruling council.
  - c. Female subordination was absent in Indian societies.
2. Generally, North American Indian societies were egalitarian.
3. Land was held and worked in common.
4. Hunting and fishing catches were divided.
5. Extreme divisions of rich and poor, as in Europe, were uncommon.
6. Courts, jails, sheriffs were unknown; offenders were shamed and ostracized.
7. Most Indians were healthier and enjoyed a more varied diet than ordinary Europeans.
8. Indians revered the natural world, believed it had spiritual properties.

## II. *European Exploration and Discovery*

- A. 1000 AD- \_\_\_\_\_ Vikings settled in Newfoundland (“Vinland”)
- B. Encounters with Arabs during the 1100s-1200s \_\_\_\_\_ stimulated a desire for Eastern trade goods.
- C. 1295 Marco \_\_\_\_\_ published his journey to \_\_\_\_\_.

### Reasons exploration happened now:

- 1. Religion- spread Christianity, especially after the Spanish Reconquista.
- 2. Political- Feudalism ended, new nation-states could raise money to equip explorers.
- 3. economic- desire for Eastern goods (silk, gold, perfumes, spices, woods)
- 4. Technology- new navigational inventions (listed below)

### D. **Portugal**

- 1. 1450s- Portuguese shipbuilding created the \_\_\_\_\_ allowing voyages south of the African “hump.” Other technological advances included \_\_\_\_\_ devices: compass, astrolabe, quadrant, sextant; metallurgy allowed superior \_\_\_\_\_.
- 2. Portuguese African exploration (late 1400s) took ports to trade for gold and slaves taken to the islands of Madeira, Canaries, Sao Tome to work \_\_\_\_\_ plantations.
- 3. Portugal “finds” Asia
  - a. Bartholomew \_\_\_\_\_ rounded Cape of Good Hope/Africa, 1488
  - b. Vasco \_\_\_\_\_, 1492, arrived India, returned with jewels spices
  - c. Ferdinand Magellan, 1519-22 \_\_\_\_\_ the world.

### E. **Spain**

- 1. 1469, Spain unites under \_\_\_\_\_
  - a. 1492
    - 1. Muslim \_\_\_\_\_ were defeated and expelled.
    - 2. Columbus’ voyage → Bahamas = “the \_\_\_\_\_”
- 2. Other Spanish explorers:
  - a. Vasco \_\_\_\_\_: \_\_\_\_\_
  - b. Hernando Cortes: \_\_\_\_\_
  - c. Francisco Pizarro: \_\_\_\_\_
  - d. Hernando de Soto, 1539-1542: \_\_\_\_\_
  - e. Francisco Coronado: \_\_\_\_\_
  - f. Florida

- a. 1513, Ponce de Leon
  - b. 1565, Pedro Mendoza: \_\_\_\_\_
- 3. Treaty of \_\_\_\_\_ creates the Line of \_\_\_\_\_ dividing the New World between \_\_\_\_\_ and \_\_\_\_\_
- 4. The Spread of Spanish America
  - a. Spanish town and cities spread through Peru and Mexico, first universities.
  - b. Spanish missions established in the (U.S.) Southwest from California to Texas
    - 1. Indians converted to \_\_\_\_\_. The “requerimento”= \_\_\_\_\_
    - 2. Indians taught to farm, tend sheep/goats, skills
    - 3. Missions guarded by forts = \_\_\_\_\_
  - c. Spanish America unlike later Massachusetts had
    - 1. little representative government
    - 2. \_\_\_\_\_ who directly representing the king
    - 3. an uneven distribution of land
  - d. Indians were enslaved on large farms called \_\_\_\_\_
  - e. Indians were replaced by African \_\_\_\_\_
- 5. Social division in Spanish America
  - a. Spanish from Spain: \_\_\_\_\_
  - b. Spanish born in America: \_\_\_\_\_
  - c. Mixed blood Spanish- Indians; \_\_\_\_\_. This is a big difference with later English settlers.
  - d. Slaves and Indians
- 6. **The Pueblo Revolt** = Pope’s Rebellion
  - a. The Pueblos were angry over drought and disease, attacks by Apaches and Navajo, forced work, denigration of their traditions and religion.
  - b. The Pueblo killed 400 whites, every \_\_\_\_\_, scores of priests, and built a \_\_\_\_\_ in Santa Fe. 3,000 fled NM.
  - c. It took Spain 50 years to reclaim New Mexico.

#### E. **France**

- 1. 1524, Giovanni Verrazzano explored the eastern seaboard, NY-NC
- 2. 1534, Jacques \_\_\_\_\_ explored the St. Lawrence River.
- 3. 1608, Samuel de Champlain settled \_\_\_\_\_ City.
- 4. 1673, Jacques \_\_\_\_\_ and Louis Joliet travel northern



Mississippi.

4. 1682, Robert La Salle travels south from the Great Lakes to the mouth of the \_\_\_\_\_ River.

### III. The Planting of English America

#### A. England on the Eve of Empire

1. England was behind \_\_\_\_\_ by a hundred years.
2. England's \_\_\_\_\_ break with Rome under Henry VIII made Spain an opponent of England.
  - a. Spain supported Irish Catholic rebellions in the 1570s-1580s.
  - b. English " \_\_\_\_\_ " attacked Spanish galleons full of New World gold and silver; most famous Sir Francis \_\_\_\_\_
  - c. 1588, England under Queen \_\_\_\_\_ defeated the Spanish \_\_\_\_\_'s attempted invasion.
    1. Netherland declares independence
    2. Loss of several Caribbean islands
  - d. England becomes a stronger unified state with a sense of national destiny and purpose

#### B. Early English Exploration

1. 1497, Newfoundland by Sebastian \_\_\_\_\_.
2. 1585, Roanoke, first mainland colony. Sir Walter Raleigh inherited the right to settle "Virginia", sending settlers 1585, 1586, 1587. In 1590 the colonists were found to have vanished = "the \_\_\_\_\_ Colony."

#### C. \_\_\_\_\_

1. King \_\_\_\_\_ I ordered a \_\_\_\_\_ company = the Virginia Company with the purpose to
  - a. find \_\_\_\_\_.
  - b. find a passage to the \_\_\_\_\_.
2. 1607, Jamestown was settled on the James River
3. Problems
  - a. Poor site: \_\_\_\_\_
  - b. "Gentlemen" spent time looking for gold, instead of gathering provisions and building shelter (\_\_\_\_\_)
  - c. Lack of \_\_\_\_\_
  - d. Alienation of the Indians led to Indian \_\_\_\_\_.
  - e. 1609-1610: "The \_\_\_\_\_ Time": Only 60 of 400 survive- malaria, disease, malnutrition, starvation kill 360 of 400 by 1609.
4. Reasons for eventual success
  - a. John \_\_\_\_\_ a military officer imposed order by force.
  - b. 1612, John \_\_\_\_\_ introduces Trinidad \_\_\_\_\_, popular in England, creating a land boom and a demand for

Indian \_\_\_\_\_. Tobacco after a few years wore out the soil.

c. 1619:

1. First \_\_\_\_\_ sold by a Dutch ship
2. First representative assembly: the \_\_\_\_\_. The Virginia Company's charter guaranteed the settlers full rights as Englishmen (1624, James I revoked the Virginia charter and made Virginia a \_\_\_\_\_ colony).

D. Jamestown and the Indians

1. The early settlers stole, attacked, begged from the Indians
  - a. The first 1607 settlers raided Indian food supplies
  - b. 1610. Governor Lord DeLawarr raided Indian villages because they would not return white fugitives.
2. John Smith was kidnapped by the Powhatan chief and "saved" by Pocahantas.
3. Pocahantas married John Rolfe, 1614, ending the First Powhatan War (1610-1614).
4. Continued English aggression led Powhatan's successor, \_\_\_\_\_, to attack English settlements, killing 347 settlers = 1/3 of the colonists. In response, the English counter-attacked ruthlessly (Second Powhatan War, 1622-1632).
5. Third Powhatan War: Opechancanough attacked killing 500 colonists = 1/10, leading to war with England and English victory. (1644-46)
6. Results of war with the Powhatan:
  1. End of any chance for reconciliation
  2. Indian loss of lands and power
7. Other Indians
  1. Disease was the biggest disrupter of the Indians
  2. Indians willingly entered into trade for guns and European trade goods, thus joining 'the Atlantic economy.' Indians traded beaver pelts, deer skins.

E. \_\_\_\_\_ (2<sup>nd</sup> plantation colony, 4<sup>th</sup> settled), 1634

1. Founded by Lord \_\_\_\_\_ for profit and as a haven for \_\_\_\_
2. The Act of \_\_\_\_\_ gave religious freedom to all Trinitarians.

F. \_\_\_\_\_, 1663

1. "\_\_\_\_\_ " colony given by King \_\_\_\_\_ II to 8 court favorites. Settled by West Indian colonists who brought slavery. By 1710, slaves were a majority. Primary crop: rice. [ A

- big no-no: \_\_\_\_\_ is not a profitable crop until after 1794).
2. 1712, North Carolina separated from SC. The least aristocratic colony, full of squatters, dissenters, independent minded settlers, especially the \_\_\_\_\_

G. \_\_\_\_\_, settled last in 1733

1. Purpose
  - a. Buffer to Spanish \_\_\_\_\_
  - b. Founded by James \_\_\_\_\_ as second chance for \_\_\_\_\_ (prisoners).

H. Characteristics of the Southern plantation colonies

1. \_\_\_\_\_ crops: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
2. Soil exhaustion pushed settlement west
3. \_\_\_\_\_
4. Large aristocratic land-holding elite (except NC, GA)
5. Few \_\_\_\_\_, farms are scattered along \_\_\_\_\_
6. All allow some religious toleration, but tax support the Church of \_\_\_\_\_
7. Disease (malaria, dysentery, typhoid): 1/2 born did not live to 20. Average age for men was 40. Most children had one parent die, almost no children had surviving grandparents.
8. Shortage of women

I. Labor

1. Need for labor initially turned to \_\_\_\_\_ servants: passage to America paid in labor service (4-7 years); at least half immigrants by the Revolution were indentures.
  - a. Indentures could be beaten, over worked
  - b. Colonies to encourage colonization gave 100 free acres to free settlers/those who paid passage= the \_\_\_\_\_ system.
  - c. 1676, \_\_\_\_\_
    1. The poor were forced into the backcountry to find land.
    2. Poor settlers resented Governor \_\_\_\_\_
      - a. He needed Indian help in the \_\_\_\_\_ trade.
      - b. He refused to retaliate when Indians attacked over western \_\_\_\_\_ disputes.
      - c. The wealthy put heavy taxes on the poor.
      - d. Many of the poor were former indentures.
    3. Nathaniel Bacon led an attack on and burned \_\_\_\_\_
    4. Bacon died of disease and the rebels were defeated, but...
      - a. this led to fear of indentured malcontents,
      - b. a slave boom after 1700.

2. Slavery

- a. Deadly voyage where 20% of slaves died: \_\_\_\_\_
- b. Slavery moved from economic to \_\_\_\_\_ reasons.
- c. Slaves worked plantations (remember, *not* cotton)
  - 1. \_\_\_\_\_ in South Carolina
  - 2. \_\_\_\_\_ in Virginia
- d. Slaves mostly did menial work in slave gangs, but some became skilled.
- e. Most famous slave revolt before the Revolution: The \_\_\_\_\_ Rebellion
  - 1. 80 blacks tried to march from SC to Florida. They stole guns, burned buildings, and killed 25 whites in a battle where 50 blacks died.

J. White Social Hierarchy

- 1. Great \_\_\_\_\_ ruled the region's economy and held political power.
- 2. Small \_\_\_\_\_ farmers were the largest group. Many were poor, most owned no slaves.
- 3. Landless whites, many former indentures
- 4. Indentures

#### IV. The Northern Colonies

##### A. Protestant \_\_\_\_\_

1. Martin Luther broke with Rome, 1517; reform spreads to Geneva/\_\_\_\_\_
2. Henry VIII broke with Rome, 1533
  - a. The Church of \_\_\_\_\_ = the \_\_\_\_\_
  - b. The \_\_\_\_\_ wanted to purify the church, limiting it to only confessing \_\_\_\_\_.
  - c. The \_\_\_\_\_ broke with the Church of England and were persecuted by James I.

##### New England

##### B. The Pilgrims, 1620- **Massachusetts**

1. Had permission to settle in Virginia, but land in New England.
2. \_\_\_\_\_ = agreement to submit to the majority's will.
3. Winter 1620-21 44/102 survived. Fall 1621 = 1<sup>st</sup> \_\_\_\_\_
4. Pilgrim leader: William \_\_\_\_\_

##### C. The Puritans, 1630

1. Non-Separatist Puritans got a Massachusetts Bay Co. charter.
2. They, like the Separatists, were \_\_\_\_\_ under Charles I.
3. In the 1630s, 70,000 left England = the Great \_\_\_\_\_

##### D. The Puritan Church

1. Form of church government: \_\_\_\_\_ (opposed the Anglican "\_\_\_\_\_" system of church government = appointed bishops). [ Less popular Puritan church government sent elders to a representative assembly = \_\_\_\_\_].
  - a. Members hired and fired the \_\_\_\_\_ and set salary
  - b. Clergy could not hold office (remember, the Puritans had suffered at the hands of Anglican clergy), a limited sep. of church and state
2. All free white church men could \_\_\_\_\_ in provincial elections. The \_\_\_\_\_ was the provincial government, meeting 4x yearly
3. Purpose of the Puritans: to create a \_\_\_\_\_
  - a. Early Puritan leader : \_\_\_\_\_
  - b. Government was to enforce \_\_\_\_\_ laws. God will bless an obedient people who keep his *covenant*.
  - c. All had to pay \_\_\_\_\_ to support the (established) church.
4. The Puritans believed all work glorified God = "the Puritan work \_\_\_\_\_"
5. The Old \_\_\_\_\_ Act set up schools in every town to teach boys to read the \_\_\_\_\_; \_\_\_\_\_ was set up as a seminary to train ministers.
6. Puritans believed God only chose some for salvation: \_\_\_\_\_
7. Only the "visible \_\_\_\_\_" could receive church membership.

They had to give evidence of “sanctified” lives.

E. Dissent

1. \_\_\_\_\_ were fined, flogged, banished, one hanged.
2. \_\_\_\_\_, 1636, along Narragansett Bay
  - a. Roger \_\_\_\_\_ was thrown out of Mass.
    1. Advocated separation of \_\_\_\_\_
    2. Denied the validity of the Massachusetts’ \_\_\_\_\_
    3. Demanded fair payment for land taken from the \_\_\_\_\_
  - b. Anne \_\_\_\_\_ was also driven out of Massachusetts
    1. She said she was led directly by the \_\_\_\_\_
    2. She said believers do not need to follow any \_\_\_\_\_, since we are led by the Spirit = \_\_\_\_\_
3. These rebels threatened the basis of Massachusetts
  - a. Williams said the state can not enforce \_\_\_\_\_
  - b. Hutchinson said believers did not have to \_\_\_\_\_ any laws.
4. Williams built a \_\_\_\_\_ Church and gave complete religious freedom to \_\_\_\_\_ and \_\_\_\_\_.
  - a. In RI there were no compulsory oaths or worship
  - b. No church taxes
  - c. No religious restrictions to vote (yes, \_\_\_\_\_ requirement)
5. Crisis of the 2<sup>nd</sup> generation-“ The \_\_\_\_\_ Covenant”-baptized members who have no salvation testimony (they are not “visible \_\_\_\_\_”) can have their babies \_\_\_\_\_, but they can not take \_\_\_\_\_.
6. The Puritans did not come to give religious freedom to others.
  - a. Persecuted Baptists, Catholics, Quakers
  - b. 1692, \_\_\_\_\_ Witch Trials.

F. Connecticut, 1636

1. Thomas \_\_\_\_\_ led a group of Puritans out of Mass.
2. 1639, the \_\_\_\_\_ gave the vote to all free men.

G. Massachusetts controlled

1. Maine, until 1820.
2. New Hampshire, until it was made a royal colony in 1679.

H. Puritans vs. the Indians

New England was not a “virgin land”, but a developed region with over 100,000 Indians. The Puritans landed at empty Indians villages, emptied by disease, The Puritans considered themselves to be the “\_\_\_\_\_” (the elect) and the Indians to be savage \_\_\_\_\_. The Puritans believed it was their “right” to fish and to farm the land. They sought to take Indian land both by \_\_\_\_\_ and by \_\_\_\_\_. They were willing

to exploit the Indians. Roger \_\_\_\_\_ was one Puritan who objected to the seizure of Indian lands, and he was \_\_\_\_\_ from Massachusetts.

In 1637, white colonists defeated the Pequots in the \_\_\_\_\_ War, killing hundreds and selling them into slavery. This war was over land and saw New England attacks and burning of crops, villages, killing of women and children.

In 1675, relentless population growth pushed colonists onto Indian lands. \_\_\_\_\_ sought to convert the Indians. In King \_\_\_\_\_'s (colonists' name of the Wampanoag leader, \_\_\_\_\_) War, an Indian/white war over land, led to attacks on half of New England's town, a higher death rate than any other American War, and ultimately the combat deaths, flight, and deportation of half of New England's remaining Indians.

The Indians sometimes sought accommodation, sometimes resistance: others became dependent on trade with whites. The Indians initially taught the colonists how to plant corn and to use fish for fertilizer (ex. \_\_\_\_\_). The Indians developed trading \_\_\_\_\_ for manufactured European goods. The Indians suffered from infectious \_\_\_\_\_ inadvertently carried by white settlers.

- I. New England Society
  - 1. More \_\_\_\_\_ than in Virginia
  - 2. \_\_\_\_\_ environment than Virginia, life expectancy 71/76; Immigrating added 10 years of life.
  - 3. Many small \_\_\_\_\_
  - 4. More \_\_\_\_\_ than Virginia
  - 5. The typical New England farmer was more prosperous than an English farmer- more land, more wood, more animals, less taxes.
  
- J. Dominion of New England, 1686-1688
  - 1. James II put all of New England, NY, and New Jersey (all colonies north of Pennsylvania) under a single royal governor. The goal was more efficient control, especially of overseas trade.
  - 2. Edmund \_\_\_\_\_, governor had hdqtrs in Boston.
    - a. Curbed town meetings and ended popular assemblies
    - b. Restricted the courts, press, schools
    - c. Taxed without consent
    - d. Enforced the ignored \_\_\_\_\_ Acts
    - e. Supported the Church of \_\_\_\_\_
  - 3. 1688, the \_\_\_\_\_ chased out James II and restored colonial rights, minus: 1) Mass was made a royal colony, 2) all property owners could vote, 3) many English officials remained, 3) only RI and Conn. Remained charter colonies, but in reality Americans once again ran their own affairs and looked to their own interests.



## The Middle Colonies

### K. New York

1. First settled by the \_\_\_\_\_ as New Netherlands (1623-4) during its Golden Age, 17<sup>th</sup> century.
2. 1609, Henry \_\_\_\_\_ explored.
3. New Amsterdam (\_\_\_\_\_) was multi-lingual, ethnic, and religious.
4. The Dutch attacked and took Swedish settled \_\_\_\_\_; 1703 was granted its own legislature.
5. 1664, the English took the New Netherlands, which was under Peter \_\_\_\_\_, and renamed it New York after Charles II's brother.
6. Large Dutch farms: \_\_\_\_\_
7. America's first famous free speech case: The Peter \_\_\_\_\_ Trial, 1734

### L. Pennsylvania

1. Settled (1681) by William \_\_\_\_\_ as repayment for a debt owed by the king to his father.
2. Pennsylvania was a \_\_\_\_\_ colony. Penn hoped to receive rent called \_\_\_\_\_. (Other proprietary colonies: Maryland, New York, New Jersey, Carolinas, Georgia, Delaware)
3. This colony was a haven for persecuted \_\_\_\_\_ (Society of \_\_\_\_\_)
  - a. Refused to pay Church of England \_\_\_\_\_
  - b. No \_\_\_\_\_
  - c. Refused to bow, take hats off, take oaths; these/thous
  - d. Pacifists
  - e. Treated Indians fairly
  - f. Opposed \_\_\_\_\_
  - g. Equality of \_\_\_\_\_
  - h. Emphasize each individual's "Inner \_\_\_\_\_"
4. Penn advertised for immigrants and allowed religious freedom (irony, non-Quakers antagonize the Indians); no church tax
  - a. Scots-Irish
  - b. \_\_\_\_\_ Pietists, Pennsylvania Deutsche = "\_\_\_\_\_"

### M. New Jersey, 1664, two nobles received land from the Duke of York

### N. The Middle Way

1. The Middle Colonies were New York, Pennsylvania, Delaware, NJ
2. In general fertile soil, unlike rocky New \_\_\_\_\_
3. Some large cities, unlike the South
4. Ethnically mixed, much democratic participation, religious toleration.
5. Economy: heavy grain exports, overseas trade, lumbering, ship-building, many farms, small industry.

## V. American Life in the Colonies

### A. Colonial Slavery

1. Most came after 1700, wages rose in England making \_\_\_\_\_ more expensive; fear after \_\_\_\_\_ - rebellion. (1676)
2. Worked Southern plantations
  - a. South Carolina: \_\_\_\_\_, \_\_\_\_\_
  - b. Chesapeake: \_\_\_\_\_
3. Slavery existed in the North too, but did not spread as widely.
  - a. Not as profitable on smaller \_\_\_\_\_
  - b. Influence of Enlightenment, Quaker, revolutionary beliefs.

### B. New England Families

1. Immigrants came as families (unlike early Virginia)
2. Most population growth was not by immigration, but by natural \_\_\_\_
3. Children were raised to be \_\_\_\_\_ and helped work.
4. Women had less property rights than in the South
  - a. Could not \_\_\_\_\_
  - b. Had to surrender \_\_\_\_\_ at marriage
  - c. Ten pregnancies typical
  - d. Divorce rare
  - e. Women wove, cooked, cleaned, cared for children.

### C. New England Towns

1. Land was divided; towns centered on the \_\_\_\_\_ which served as church and town hall.
2. Towns over 50 had to build \_\_\_\_\_; Harvard was built in 1636; the first Southern university not built until 1693: \_\_\_\_\_
3. Democracy in the Congregational Church led to democracy in local \_\_\_\_\_: adult males elected officials, schoolmasters, discussed town problems
4. Hard soil encouraged a “diversified” economy of agriculture and \_\_\_\_\_, \_\_\_\_\_ building, fishing, and \_\_\_\_\_, **but** most colonists were \_\_\_\_\_.
5. Combination of \_\_\_\_\_, soil, and climate led to “Yankee” “energy, cleverness, purposefulness, sternness, stubbornness, resourcefulness, self-reliance, democracy, ingenuity, and high” idealism.”

### D. Other famous rebellion of poor farmers vs. the wealthy

1. 1689-91, \_\_\_\_\_’s Rebellion- NY was like a feudal kingdom along the Hudson River, small farmers were exploited by rich patrons;  $\frac{3}{4}$  of land was owned by 30 people.
2. 1764, The \_\_\_\_\_ Boys- frontier farmers marched

on Philadelphia to protest wealthy Quaker oligarchy's leniency toward the Indians.

3. 1765-1771, The \_\_\_\_\_ Movement, North Carolina: Poor backwoods farmers rebelled against wealthy eastern oppression (high taxes, non-representation)

E. Mingling of the Races

1. English immigration was the largest.
2. By 1775, 150,000/6% were \_\_\_\_\_; the "Dutch" of Pennsylvania were 1/3 Pennsylvania's population. (Little loyalty to the British crown.)
3. The \_\_\_\_\_ 175,000/7%
  - a. Settled the frontier
  - b. Were restless, individualistic
  - c. Disliked the English
4. About 5% of Americans were other European heritage: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ (Little loyalty to the British crown.)
5. Largest non-English group = \_\_\_\_\_, 20% pop. In 1775. The \_\_\_\_\_ had 90% of the slaves.
6. Area of least diversity: \_\_\_\_\_; most diversity: \_\_\_\_\_ Outside New England, 50% of the population was non-English by 1775. Of 56 signers of the Declaration of Independence, 18 were non-English.
7. Immigrants easily inter-married. French observer Jean de \_\_\_\_\_ called the American "a new man."

F. American social structure

1. Most Americans (90%) were small \_\_\_\_\_.
  - a. Middle colonies- wheat
  - b. VA and MD- tobacco
  - c. Small farms; fishing stimulated \_\_\_\_\_ (1/3 British fleet); naval stores- tar, pitch, resin, turpentine; manufacturing of rum, beaver hats, iron forges, spinning/weaving, lumbering
2. No titled nobility or pauperized underclass, but
3. by the Revolution disparity of wealth and poverty grew.
  - a. Continued stream of indentures
  - b. Wealth disparity grew in the South most
  - c. The wealthy in Boston and Philadelphia owned 2/3 of taxable wealth: the urban poor were growing.
4. For most colonists, America was a land of opportunity (with notable exception of \_\_\_\_\_); highest standard of living in the world.

## G. Religion

1. Most colonies had one of two tax-supported ( \_\_\_\_\_ ) Churches.
  - a. Church of \_\_\_\_\_ in GA, NC, SC, VA, MD, NY. The Anglicans supported the king.
  - b. \_\_\_\_\_: official church in all New England, except \_\_\_\_\_; tend to support rebellion during the Revolution.
  - c. In general most worshipped freely, Catholics were discriminated against.
  - d. 1730s-1740s, colony wide revival: The \_\_\_\_\_
    1. Issue was church membership without conversion.
    2. Revival started in Northampton, MA, under Jonathan \_\_\_\_\_; famous sermon “ \_\_\_\_\_ ”; emphasis is total need of God’s grace.
    3. George \_\_\_\_\_ - itinerant preacher, gave revival meetings across the colonies; many conversions.
  - e. Churches divided
    1. \_\_\_\_\_ Lights: skeptical of emotion and theatrics
    2. \_\_\_\_\_ Lights- emphasized religion of the \_\_\_\_\_
  - f. Effects of the Awakening
    1. Direct emotional spirituality undermines old \_\_\_\_\_
    2. Churches \_\_\_\_\_
    3. Burst of new missionary work and new colleges: ex) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
    4. First spontaneous \_\_\_\_\_ movement making Americans feel they were a single people.
    5. Educational opportunities grow in the \_\_\_\_\_; the South’s white population were scattered and a large slave population hampered an effective school system.

## H. Government

1. 1775, 3 different types of colonies
  - a. 8 colonies had a \_\_\_\_\_ governor
  - b. 3 colonies were under \_\_\_\_\_ (MD, PA, DE)
  - c. 2 colonies elected their own governor: self-governing \_\_\_\_\_
2. The \_\_\_\_\_ house of colonial legislatures
  - a. was elected by taxpayers and controlled \_\_\_\_\_
  - b. the backcountry was under \_\_\_\_\_
  - c. controlled the governor’s \_\_\_\_\_: “Power of the \_\_\_\_\_
3. Town meetings were important in \_\_\_\_\_
4. Voting
  - a. Perhaps half of male voters were disenfranchised by the

- \_\_\_\_\_ requirement
- b. America was more democratic than either \_\_\_\_ or Europe
5. In America there was overall more tolerance, economic opportunity, educational advantages, freedom of speech, press, and assembly.

I. Overseas Trade

1. 1651, 1660, 1663, The \_\_\_\_\_ Acts said the colonies must trade only with \_\_\_\_\_ and on \_\_\_\_\_ ships.
2. \_\_\_\_\_ goods: items which could not be traded outside of the empire ex) sugar, tobacco, cotton, indigo, furs, copper; \_\_\_\_\_ Act, 1750, said colonies can't export iron; the \_\_\_\_\_ Act said not to export wool products; 1732, the \_\_\_\_\_ Act prohibited manufacture, sale, and export of American made hats.
3. 1751, 1764, \_\_\_\_\_ Act forbade paper money in the colonies. Americans used Spanish coins, tobacco, bank receipts, and colonial bank notes.
4. \_\_\_\_\_ (Benign) Neglect: British enforcement was \_\_\_\_\_
  - a. 1642-1689: \_\_\_\_\_ in Britain between Parliament and King Charles I
  - b. 1689-1763: 4 wars with \_\_\_\_\_
5. \_\_\_\_\_ = the idea that colonies should provide raw goods to the mother country and should buy \_\_\_\_\_ goods from the mother country. This closed system would keep \_\_\_\_\_ in the empire.= a favorable balance of trade.
  1. benefits: British naval protection and a guaranteed British market
  2. Problems: loss of \_\_\_\_\_ in foreign markets;
6. "The \_\_\_\_\_ Trade"
  - a. Slaves from Africa to the \_\_\_\_\_
  - b. Sugar and molasses from the Caribbean to \_\_\_\_\_
  - c. Rum from New England to \_\_\_\_\_
7. By the Revolution, the colonial economy was becoming developed and diverse and growing rapidly. America's population was 2.5 million in 1776.

## **Suggested Construction for Essays**

- I. Introduction
  - A. Statement of Problem
  - B. Thesis (Proposed Solution)
  - C. Context
  - D. Arguments to be Considered (example below is for 3 arguments)
  
- II. Topic Sentence  
Evidence ( relevant facts)
  - A. Fact one
  - B. Fact two
  - C. Fact three
  - D. Transition
  
- III. Topic Sentence  
Evidence (relevant facts)
  - A. Fact one
  - B. Fact two
  - C. Fact three
  
- IV. Topic sentence  
Evidence (relevant facts)
  - A. Fact one
  - B. Fact two
  - C. Fact three
  
- V. Conclusion
  - A. One sentence summaries of paragraphs II, III, and IV to reinforce thesis.
  - B. Add any new insights, but avoid contradicting your thesis in the conclusion. Be consistent in your interpretation.

## **Previous APUSH Essay Qs on this Unit 1**

1. Compare and contrast the roles of economic and religious motives in the beginnings of English settlement in the New World.

In what ways was life in Virginia different from life in Massachusetts Bay?

Geography was the primary factor in shaping the development of the British colonies in North America. Assess the validity of this statement for the 1600s.

Compare and contrast the ways in which economic development affected politics in Massachusetts and Virginia in the period from 1607 to 1750.

Compare the ways in which religion shaped the development of colonial society (to 1740) in two regions: New England, Chesapeake, Middle Atlantic

2. How unsettled was the so called wilderness which confronted the European arrivals?

The history of the United States begins in Europe before an America was known there. And the history of our country begins in America before the Europeans came.

3. How did economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the southern colonies between 1607 and 1775?

4. Analyze the impact of the Atlantic trade routes established in the mid 1600s on economic development in the British North American colonies. Consider the period 1650-1750

Analyze the role of trans-Atlantic trade and Great Britain's mercantilist policies in the economic development of the British North American colonies in the period from 1650 to 1750.

5. Compare the ways in which TWO of the following reflected tensions in colonial society.

Bacon's Rebellion (1676)

Pueblo Revolt (1680)

Salem Witch Trials (1692)

Stono Rebellion (1739)

6. Analyze the differences between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in terms of TWO of the following:

Politics

Religion

Economic development

7. Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures.

Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answers to the 1600s.

New England

Chesapeake

Spanish Southwest

New York and New France

Analyze the cultural and economic responses to TWO of the following groups to the Indians of North America before 1750:

British

French

Spanish

8. Analyze the origins and development of slavery in Britain's North American colonies in the period 1607 to 1776.

9. Evaluate the influence of religion on the development of colonial society in TWO of the following regions:

The Spanish Southwest

New England

New France

10. Compare and contrast the British, French and Spanish imperial goals in North America between 1580 and 1763.

11. In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s?



## APUSH Essay Qs: 2015-2017 Redesign

### Unit 1

1. (DBQ) Evaluate the extent of change in ideas about American independence from 1763 to 1783.

1. Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.

2. Answer a,b, and c.

a) Briefly explain one important similarity between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.

b) Briefly explain one important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.

c) Briefly explain one factor that accounts for the differences that you indicated in b.

1. Answer a, b, c.

a) Briefly explain one important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.

b) Briefly explain one important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.

c) Briefly explain one way in which the difference you indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

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### **Tom Richey You Tube APUSH episodes:**

Native American Cultures

Spanish Colonization of the Americas

French Colonization of North America

New Netherlands

English Colonization of the Americas

The Colonists, the Indians, and General Patton

The Virginia Colony

Pt. 2- Indentured Servants, Slavery, 1622 Massacre

Religious Freedom in Colonial New England

Roger Williams

Anne Hutchinson



