**Pre-English Exploration**

1. Native Americans
	1. General Background
		1. First Americans came from Asia where they crossed the Bering Strait during the Ice Age
		2. 14-17,000 years ago, Indians migrated across the Bering Strait/Land Bridge
		3. Following a food source which leads to a gradual migration
	2. Pacific Northwest and California
		1. California had little surplus, so tribes remained small, hunter-gatherer groups
		2. Pacific Northwest had tremendous abundance from fishing, using large dugout canoes
		3. Pacific Northwest had large populations, with status determined by giving away wealth at potlatch feasts
	3. Plains Indians (Sioux, Comanche, Witchita)
		1. Bison Hunters - Migratory (Teepees)
		2. Nomadic Lifestyle
		3. Horses (introduced from Europe) made it easier to hunt Bison
	4. Northeast/Great Lakes (Iroquois, Algonquins)
		1. Hunting and Gathering
		2. “Three Sisters” (Corn, Squash, Beans)
			1. Corn provided starches, beans proteins, and squash vitamins
			2. Allows for food surplus, which increases population and frees up people to be more than farmers – allows for artisans, soldiers, priests, kings, etc.
			3. Without Three Sisters, little chance for anything above hunter-gatherer level
		3. Gender Roles
			1. Women generally shared in labor, except for hunting.
		4. Longhouses (Iroquois)
			1. Food surpluses allowed for permanent villages and leaders, like Powhatan, or councils of sachems, like Iroquois Confederacy
			2. French eventually went to war against Iroquois, who allied themselves with the British over time, or played French and British off against each other
	5. Southwest (Hopi, Pueblo)
		1. Clay Houses / Cliff Dwellings
		2. Maize (Corn) Agriculture
		3. “Three Sisters” (Corn, Squash, Beans)
		4. Popé’s Rebellion
			1. Native Americans allowed to maintain their own territory and cut down on forced assimilation
	6. Southeast (Cherokee, Creek)
		1. Agriculture / Settled Communities
		2. Cahokia Mounds (Outside of St. Louis)
		3. Trade
	7. Cultural Clashes
		1. Native American
			1. Relationship with environment as part of their religion
			2. Need to hunt for survival
			3. Ownership meant access to the things the land produced, not ownership of the land.
		2. Europeans
			1. Used the land for economic needs
			2. Clearing the land, destroying hunting areas and fencing it off into private property
			3. Divided the land and selling it for monetary value.
		3. Examples
			1. Native Americans didn’t understand the concept of owning the land; when they “sold” the land, they didn’t think it was permanent
			2. Indian men hunted, while women farmed; Europeans appalled by this
		4. Mutual Adaptations
			1. Europeans adopted the Three Sisters, particularly in New England and the Chesapeake, which allowed them to stay alive
			2. Native Americans adopted European technology, including knives, pots, and weapons
			3. Native Americans often learned European languages and converted to Christianity,
		5. Native Americans Trying to Hold onto Culture
			1. Indian males refused to become farmers, choosing instead ranching or herding
			2. Pocahontas became Rebecca and married John Rolfe [after 1607]
			3. Squanto joined the Pilgrims, working with them to provide a diplomatic connection and preserve his own power [1620-1622]
			4. Indians took advantage of the European desire for furs to gain European trade goods
			5. Iroquois Confederacy played the French and British off against each other
			6. Diseases spread by traders, forced Native American tribes to remake themselves into new groups and forge new identities and ways of survival (tribalization)
2. European Exploration
	1. Indirect Causes of European Explorations
		1. Earlier Explorations
			1. Islam & the Spice Trade 🡪Silk Road
			2. New Player 🡪 Europe
			3. Nicolo, Maffeo, & Marco Polo, 1271
			4. Expansion becomes a state enterprise 🡪 monarchs had the authority & the resources.
			5. Better seaworthy ships.
		2. The Crusades
			1. From 1096 to 1291, the Church organized a series of military campaigns, known as the Crusades, to take Jerusalem from the Turks.
			2. The Crusades failed, but they increased Europeans’ awareness of the rest of the world and accelerated economic change.
		3. New Maritime Technologies
			1. Hartman Astrolabe (1532)
			2. Mariner’s Compass
			3. Sextant
			4. Caravel
				1. Portuguese navigators of the 1400s sailed in caravels.
		4. Renaissance “The Rebirth of Europe”
			1. Economy
				1. Nations competed for Asian trade.
				2. Improved sea-faring technology aided exploration and trade.
				3. Spain & Portugal competed to explore trade routes.
			2. Culture
				1. Ancient Greek, Roman, and Muslim art and learning were rediscovered.
				2. Philosophy of humanism: use of reason and experimentation in learning
				3. Michelangelo, Leonardo da Vinci Shakespeare
			3. Politics
				1. Reformation: revolt against the Roman Catholic Church
				2. Government by nobles and the Church declined.
				3. The rise of nations
	2. Direct Causes
		1. Political
			1. Become a world power through gaining wealth and land. (GLORY)
		2. Economic
			1. Search for new trade routes with direct access to Asian/African luxury goods would enrich individuals and their nations (GOLD)
		3. Religious
			1. spread Christianity and weaken Middle Eastern Muslims. (GOD)
	3. Effects
		1. Europeans reach and settle Americas
		2. Expanded knowledge of world geography
		3. Growth of trade, mercantilism and capitalism
		4. Introduction of the institution of slavery
		5. Columbian Exchange
			1. the transfer of goods involved 3 continents, Americas, Europe and Africa

New World to Old World
\* POTATO \* Squash \* Avocado \* Peppers \* Cassava \* Peanut \* Tomato
\* MAIZE \* Turkey \* Pumpkin \* Tobacco \*Syphilis \* Cocoa \* Vanilla

Old World to New World

\* HORSE \* Olive \* Coffee Bean \* Banana \* Rice \* Onion \* Turnip

\* Honeybee \* Barley \* Grape \* Peach \* Sugar Cane \* Oats \* Citrus Fruits

\* Wheat \* Cattle \* Sheep \* Pig \* Smallpox \* Flu \* Typhus
\* Measles \* Malaria \* Diphtheria \* Whooping Cough

* + - 1. Effects of Columbian Exchange
				1. Corn and potato caused European population explosion, which then led to increased migration, colonization, and imperialism
				2. About 90% of Native Americans died from European diseases, especially smallpox making resistance to invasion very difficult
				3. Cattle also destroyed native vegetation, and eventually replaced bison
	1. The Spanish
		1. General Background
			1. Spanish first to pursue colonization
			2. Start in Caribbean, then Central and South America
			3. First permanent colonies in what will become United States are founded by Spain
			4. St. Augustine (Florida) is founded (1565) to protect Spanish treasure fleets
		2. Explorers Sailing for Spain
			1. Columbus
				1. Italian sailing for Spain
				2. Landed in the “West Indies” - 1492
			2. Magellan
				1. Portuguese sailing for Spain
				2. 1st to circumnavigate the world - 1522
			3. De Leon
				1. Established colony at Puerto Rico
				2. Sailed north looking for Fountain of Youth
				3. Discovered Florida - 1508
			4. de Soto
				1. Explored Florida into Carolina’s and west to the Mississippi River - 1541
		3. Conquistadores
			1. Background
				1. Soldiers who came to the New World to help conquer and settle the Americas.
				2. Their methods were harsh and brutal especially to the Indians.
				3. With every Spanish explorer were conquistadors and missionaries
				4. Cortés’ and Pizarro’s successes over Aztecs and Incas drove desire to copy them, both for gold and to convert natives
			2. The Aztecs
				1. Cortes conquered Aztecs in 1519 and took control of modern day Mexico.
			3. The Incas
				1. Pizarro conquered Incas in 1532 in modern day Peru
		4. Cycle of Conquest and Colonization
			1. 1st 🡪 Explorers
			2. 2nd 🡪 Conquistadores
			3. 3rd 🡪 Missionaries
			4. 4th 🡪 Permanent Settlers
			5. 5th 🡪 European Colonial Empire
		5. Colonial Caste System



* + 1. The Influence of the Colonial Catholic Church
			1. Spanish Mission System
			2. Father Bartolomé de Las Casas
				1. Believed Native Americans had been treated harshly by the Spanish.
				2. Indians could be educated and converted to Christianized.
				3. Believed Indian culture was advanced as European but in different ways.
				4. New Laws --> 1542
		2. Encomienda System
			1. Spanish practice of securing an adequate and cheap labor supply = FEUDALISM
			2. “granted” to deserving subjects of the King
			3. Conquistador controlled Indian populations
				1. Required Indians to pay tribute from their lands
				2. Indians often rendered personal services as well.
			4. In return the conquistador was obligated to
				1. protect his wards
				2. instruct them in the Christian faith
				3. defend their right to live off the land
			5. Encomienda system eventually decimated Indian population.
			6. The King prevented the encomienda with the New Laws (1542) supported by de Las Casas, the system gradually died out.
			7. Helps create African slavery in the New World
				1. West Africans willingly captured other Africans to sell them to the Europeans, thus leading to widespread devastation of several cultures and kingdoms
				2. With Native Americans dying due to disease, Spain shifted to Africans who were immune to most European and tropical diseases (at the urging of Bartolomé de las Casas, who thought using African slaves would protect Native Americans from exploitation)
	1. The Portuguese
		1. The Portuguese were the first to begin searching for an all water route to Asia…..
		2. Prince Henry the Navigator – 1450’s
		3. Colonized the South America in the area of what would become Brazil
		4. Explorers
			1. Prince Henry the Navigator
				1. Funded exploration down coast of Africa - 1419-1460
			2. Dias
				1. Rounded the Cape of Good Hope - 1488
			3. da Gama
				1. Opened trade with India
				2. Placed Portugal in position to dominate trade with India - 1498
			4. Cabral
				1. Claimed present day Brazil for Portugal - 1500
		5. The Pope’s Line of Demarcation 1493 &, The Treaty of Tordesillas, 1494
	2. The French
		1. French settle Quebec (1608) & Montreal (1642) and what would become Canada
		2. Control St. Lawrence River & access to interior of North America
		3. Develop a fur trade
			1. Sent in Jesuit missionaries to convert Indians and create working relationships
			2. Jesuits learned languages and culture
		4. Explorers
			1. Cartier
				1. Reached St. Lawrence River
				2. Claimed Eastern Canada for France – 1535
			2. Samuel de Champlain
				1. “Father of New France”
				2. Established Quebec (the 1st permanent French colony in N. America)
				3. Established settlements and explored Maine, Montreal & Nova Scotia - 1608
	3. The Dutch
		1. Like French, Dutch focus on fur trade & send only a few men to settlements
		2. Found Albany (New York, 1614) on Hudson River
		3. New Netherland (becomes New York) is an extension of the Dutch global trade system
		4. Dutch & French form alliances with Native Americans—increase warfare & Iroquois (Dutch ally) defeat Hurons
		5. Explorers
			1. Henry Hudson
				1. Searching for Northwest Passage
				2. Claimed Hudson River
				3. Settlers established New Netherlands (New York) - 1609

**English Colonization**

1. Causes of English Settlements
	1. Economic Changes
		1. Population growth encourages workers
		2. Small Farmers are unemployed.
		3. Primogeniture forced younger sons to find other ways to create wealth.
		4. Joint Stock Companies provide finances.
		5. Religious Freedom provides motives for adventure.
2. Southern Colonies
	1. Roanoke
		1. Sir Walter Raleigh
			1. Founder of the colony of Roanoke.
		2. Colony failed and mysteriously disappeared.
		3. When compared to Spanish successes, very embarrassing for the English.
			1. Leads to the creation of joint-stock companies decreased risk for individuals
	2. Jamestown
		1. Background
			1. In 1606, Virginia Company receives a charter from the King of England
			2. Short term goal of gaining lots of gold.
		2. Early Years
			1. Settled in a mosquito rich area that little game and poor drinking water.
			2. First settlers were “gentlemen” who didn’t know how to fend for themselves.
			3. Settlers looking for gold instead of food.
			4. John Smith
				1. “He though shall not work shall not eat”
				2. Only 60 of 400 survive the “starving time of the winter of 1609-1610.
		3. Contributions of Jamestown
			1. Destruction of the Indians (3 Ds)
				1. Disease 🡪Indians lacked the ability to deal with European diseases
				2. Disorganization 🡪No true organization that could compete with Europeans
				3. Disposable 🡪 The Indians offered no labor source and eventually offered no food source.
			2. Introduction of Tobacco
				1. John Rolfe

introduced tobacco to England.

* + - * 1. Tobacco made Jamestown very profitable.
				2. Tobacco ruined soil and forced settlers to use more land, which meant they pushed more inland, bringing settlers into more contact with Indians.
			1. Self-Government (1619)
				1. Virginia Company Charter guaranteed overseas settlers the same rights of Englishmen at home.
				2. House of Burgess (legislative body) was the 1st example of self-government.
			2. Slavery (1619)
				1. The first slaves from Dutch ships appear in Jamestown.
	1. Geography of Southern Colonies
		1. Fertile Soil
		2. Warm climate with a long growing season
		3. Rapid Population growth
		4. Produce: tobacco, rice, indigo, cotton
		5. Labor force: indentured servants/slaves
		6. cities: Charleston, Savannah & Baltimore
	2. Politics of Southern Colonies
		1. Planter class in the South either required substantial property to vote or hold office, or they partied with their voters to get their votes
	3. Maryland
		1. George Calvert, Lord Baltimore
		2. Maryland was founded as a Catholic refugee colony.
		3. Protestants flock to migrate and outnumber Catholics.
		4. Maryland Act of Toleration
			1. granted freedom to ALL Christians, but not Jews or atheists.
	4. Settling South Carolina
		1. Charlestown was formed in 1670 by a few colonists from England and some planters from the island of Barbados
		2. Initially, the economy was based on trading furs and providing food for the West Indies
		3. By the middle of the 18th century, large rice-growing plantations worked by African slaves created an economy and culture that resembled the West Indies
		4. Although Carolina was geographically closer to the Chesapeake colonies, it was culturally closer to the West Indies in the seventeenth century since its early settlers—both blacks and whites—came from Barbados.
		5. South Carolina retained close ties to the West Indies for more than a century, long after many of its subsequent settlers came from England, Ireland, France, and elsewhere.
	5. Georgia - The Last Colony
		1. Set up for 2 reasons
			1. Defensive buffer
			2. Rid England’s overcrowded jails of debtors
		2. Special Regulations
			1. Absolute ban on drinking rum
			2. Prohibition of slavery
		3. Colony did not thrive because of the constant threat of Spanish attack
		4. Taken over by the British government in 1752 when Oglethorpe and his group gave up
		5. Bans on slavery and rum dropped
		6. Colony grew slowly by adopting the plantation system of South Carolina
1. New England Colonies
	1. Pilgrims
		1. Difficult winter (44 out of 102 survived)
		2. First year went through a “starving time”
		3. Developed friendly relations with Indian tribes
		4. Squanto befriended settlement
		5. Plymouth settlement survived under the leadership of Gov. William Bradford
		6. First Thanksgiving
	2. Mayflower Compact
		1. 41 Male passengers on the Mayflower formed into a “civil body politic”, signed a compact promising to write and obey "just and equal laws ... for the general good of the colony."
		2. The compact brought an element of democracy to America and was an example of the practice of self-government in the colonies.
		3. All the colonies practiced some form of self-government.
	3. Puritans
		1. Background
			1. Pilgrims merge with the Puritans to form Massachusetts Bay Colony
			2. John Winthrop, founder of the Massachusetts Bay Colony
			3. Middle class settlers, educated and organized
			4. Ruled as “Bible Commonwealth” or theocracy
			5. To establish holy society----”city upon a hill”
			6. Puritans migrated as church communities, and laws required them to live closely together, near churches and schools, with a communal need to enforce laws based on Bible and a national covenant that discouraged tolerance and diversity
	4. New England Geography
		1. Cold Winters and Short Growing Season
		2. Good Harbors
		3. Hilly, forested, and Rocky Soil
		4. Small farms and towns
		5. Population grows more slowly in new England
		6. Produce: lumber, fish, naval stores
			1. New England grew corn and beans, and fished, which they then sold
			2. NE bought molasses and made rum; trade built them into shipping power
		7. Few Major Ports: Boston
	5. Politics in New England
		1. Puritans required conversion experience for membership, which then allowed males to vote
		2. Non-religious men and all women could not vote
		3. Franchise (right to vote) extended to “freemen” – adult Puritan men of Congregational church (about 40% of men in the colony ~ higher percentage than in England)
		4. Since idea of government was to enforce God’s laws, religious leaders were very influential
		5. Town meetings allowed most adult white males to make laws for their communities
			1. Direct democracy----self government
		6. Provincial gov't under Governor Winthrop was not a democracy
			1. Hated democracy and distrusted non-Puritan common people.
			2. Congregational church was "established": Non-church members as well as believers required to pay taxes for the gov't-supported church.
	6. Trouble in Bible Colony (Puritan Rebels)
		1. Social harmony when only Puritans, but that didn’t last
		2. Quakers: fined, flogged, banished, executed
		3. Anne Hutchinson
			1. “antinomianism” the theological doctrine that by faith and God's grace a Christian is freed from all laws (including the moral standards of the culture)
			2. Banished from Mass. Bay
			3. Travels to Rhode Island with her children and helps organize this settlement
		4. Roger Williams
			1. denied right of civil government to govern religious behavior
			2. challenged charter for illegally taking land from Indians
			3. Avoided exile to England by fleeing to Rhode Island where in 1636, aided by Indians, he started a colony in the Providence area
			4. Started the first Baptist church
			5. Allowed complete freedom of religion
	7. New England Spreads Out
		1. 1635: Hartford (Conn.) founded by Dutch/English settlers.
			1. Some Puritans moved westward to Connecticut with Rev. Thomas Hooker
		2. 1639: Fundamental Orders of Connecticut
			1. modern constitution established democratic government
2. Middle Colonies
	1. Middle Colonies’ Geography
		1. Moderate winters
		2. Longer growing season
		3. River systems
		4. Valleys – fertile soil
		5. "bread basket" large farms - surplus food
		6. diverse population, America, a “melting pot”
		7. manufacturing, iron mines, glass, shipyards, and paper
		8. Cities: New York and Philadelphia
	2. New Netherlands (New York)
		1. 1609: Henry Hudson sailing for the Netherlands sails into Hudson River looking for passage through continent ~ claims area for Dutch
		2. 1623-24: Dutch West India Company establishes New Netherlands
		3. Goal: quick-profit fur trade
		4. “Bought” Manhattan from Indians
		5. Company town: no religious tolerance or free speech, harsh governors
		6. Very diverse population: in 1640s missionary observed 18 languages
		7. Dutch Conflicts
			1. Cruelties to Indians brought retaliatory massacres – Dutch built wall (Wall Street)
			2. Connecticut rejected Dutch settlers
		8. English immigration to New Netherland resulted in 1/2 total population
		9. Charles II brazenly granted area to his brother (Duke of York)
			1. English squadron comes, New Netherland leader, Peter Stuyvesant, governor of New York had no defense; surrendered, renamed New York
	3. Penn's Holy Experiment
		1. Mid-1600s: religious dissenters named Quakers arose in England
		2. Authorities hated them for not paying church taxes, taking oaths, or performing in military
		3. Penn’s family owed a large debt from the British Crown. Given a land grant in 1681.
		4. Penn governed the colony, unusual for a proprietor
		5. Advertised in Europe, promising land & freedoms
		6. Penn bought land from Indians ~ treatment of them so fair that Quakers went to them unarmed and even employed Indians as babysitters
		7. However, as non-Quaker immigrants came, they were less tolerant of Indians (Scots-Irish)
		8. Liberal features: elected assembly, no tax-supported church, freedom of worship, only 2 capital crimes

**Colonial Society**

1. Colonial Workforce
	1. Indentured Servants (1607-1700)
		1. In return for free passage to Virginia, a laborer worked for four to five years in the fields.
		2. Planters rewarded with 50 acres of land for every inhabitant they brought to the New World.
		3. As expansion occurred, it was soon challenged by the Native American confederacy
		4. Only half of indentured servants survived “seasoning”
		5. Overproduction of tobacco, enforcement of Navigation Acts, and decreasing attractiveness of available land and profits dried up pool of indentured servants
		6. Chesapeake Colonies slowly began passing laws creating race-based slavery
		7. Headright System
			1. Plantation owners given 50 acres for each indentured servant sponsored to America.
		8. Indentured Contract
			1. Served plantation owner for 7 years as a laborer in return for passage to America.
		9. Freedom Dues
			1. Once servant completed his contract, he/she was freed.
			2. They were given land, tools, seed and animals, but not voting rights.
	2. Bacon’s Rebellion (1676 - 1677)
		1. Background
			1. Involved former indentured servants
			2. Disenfranchised and unable to receive their land
			3. Gov. Berkeley would not defend settlements from Indian attacks
			4. Gov. Berkeley refused to meet their conditions and erupts into a civil war.
			5. Bacon dies, Gov. Berkeley puts down rebellion and several rebels are hung
	3. Consequence of Bacon’s Rebellion
		1. Plantation owners gradually replaced indentured servants with African slaves because it was seen as a better investment in the long term than indentured servitude.
	4. Slavery
		1. Introduced by the Spanish into the West Indies after Columbus’s discovery of America.
		2. Spanish and Portuguese expanded African slavery into Central and South American after enslaved Indians began dying off.
		3. In 1619, the first recorded introduction of African slaves into what would become the United States was in the settlement of Jamestown……20 slaves were purchased….
		4. Existed in every colony, but far fewer in the north, where there wasn’t an economic need
		5. Sugar colonies drew the vast majority of slaves, but southern Colonies all bought slaves
	5. African Response to Slavery
		1. cooperation the most common response, as it was the easiest, and carried rewards
		2. passive resistance common as well, working slowly, or poorly, or “accidentally” breaking things
			1. theft or sabotage
			2. violence and murder
			3. running away, intermarry with Native Americans, or flee to towns and hiding as a free man
		3. Chesapeake slaves often managed to marry and form families, and passed on family names, traditions, and knowledge
		4. African hairstyles, motifs in carving and pottery, wooden mortars and pestles, house designs, musical instruments, music,
		5. slaves negotiated labor requirements through the task system in South Carolina rice plantations
	6. Slave Revolts
		1. Slaves resorted to revolts in the 13 colonies and later in the southern U.S.
		2. 250 insurrections have been documented; between 1780 and 1864.
			1. 91 African-Americans were convicted of insurrection in Virginia alone.
		3. Slave Revolts would lead plantation owners to develop a series of slave laws/codes which restricted the movement of the slaves.
	7. Stono Rebellion
		1. September 9, 1739, twenty black Carolinians met near the Stono River.
		2. They took guns and powder from a store and killed the two storekeepers they found there.
		3. "With cries of 'Liberty' and beating of drums," "the rebels raised a standard and headed south toward Spanish St. Augustine. Burned houses, and killed white opponents.
		4. Largest slave uprising in the 13 colonies prior to the American Revolution.
		5. Slave Owners caught up with the band of 60 to 100 slaves.
		6. 20 white Carolinians and 40 black Carolinians were killed before the rebellion was stopped.
	8. Slaves Codes
		1. Examples
			1. Slaves were not taught to read or write
			2. Restricted to the plantation
			3. Slaves could not congregate after dark
			4. Slaves could not possess any type of firearm
			5. 1662 Virginia law made slave status dependent on who mother was
			6. 1669 Virginia law made murder of a slave by owner not punishable by law
			7. 1692 interracial sex made illegal (widely ignored by white males)
		2. Slave owners wanted to keep their slaves ignorant of the outside world because learning about life beyond the plantation could lead to more slave revolts and wanting to escape.
		3. Many of the Caribbean and South American colonies were crueler and disregarded human dignity, because the profits from sugar were so high, and the supply of slaves so close and so cheap, that they worked their slaves to death and bought more
	9. America, a “melting pot”
		1. Structure of Colonial Society
		2. 18th century society very equal compared to Europe (except for slavery)
		3. Most Americans were small (“yeoman”) farmers
		4. Most striking feature: opportunity for “rags to riches”
		5. Yet compared to 17th century, some barriers to mobility
	10. The Triangular Trade
		1. Food from New England sold in Caribbean,
		2. Molasses taken back, turned into rum,
		3. which was then sold for other commodities, including slaves
		4. Dutch, then British, went to war to seize control of slave trade
		5. Sugar islands the main source of imperial profits
		6. British went to war against Dutch and seized New Amsterdam / New York in order to enforce mercantilism
		7. northern American colonies used loophole in Navigation Acts to build trading vessels and control trade between North America and Caribbean
	11. Workaday America
		1. 90% of population involved in agriculture ~ led to highest living standard in world history
		2. Fishing pursued in all colonies, major industry in New England ~ Stimulated shipbuilding
		3. Commerce successful, especially in New England ~ Triangular trade was very profitable
		4. Manufacturing was secondary: Lumbering most important, also rum, beaver hats, iron, spinning/weaving
		5. 1730s: growing American population demanded more English products
		6. However, English population did not need more imports from America: trade imbalance – Americans needed to find non-English markets for their goods
		7. Americans responded by bribing and smuggling, foreshadow of revolt against government who threatened livelihood
		8. Heavy reliance on waterways, where population clusters formed
2. Colonial Religion
	1. Puritan Theology
		1. Clergy were barred from formal political office – early “church/state separation”
		2. “calling” to God’s work, Protestant work ethic, limited worldly pleasures, fear of hell
		3. Puritans were Calvinists
			1. God was all powerful and all-good.
			2. Humans were totally depraved.
			3. Predestination: God was all-knowing and knew who was going to heaven or hell.
			4. "elect" were chosen by God to have eternal salvation
			5. "Good works” did not determine salvation (like Catholic Church)
			6. One could not act immoral since no one knew their status before God.
			7. A conversion experience (personal experience with God) was seen to be a sign from God that one had been chosen. -- "visible saints"
			8. After conversion, people expected "visible saints” to lead "sanctified” lives as a model for the community.
		4. Puritans insisted they, as God's elect, had the duty to direct national affairs according to God's will as revealed in the Bible.
		5. Purpose of government was to enforce God's laws. This was called a Theocracy.
		6. This union of church and state to form a holy commonwealth gave Puritanism direct and exclusive control over most colonial activity.
		7. Commercial and political changes forced them to relinquish it at the end of the 17th century.
	2. John Winthrop: Governor of Mass. Bay Colony
		1. Covenant Theology: Winthrop believed Puritans had a covenant with God to lead new religious experiment in New World: "We shall build a city upon a hill"
		2. His leadership helped the colony to succeed.
		3. Governing open to all free adult males (2/5 of population) belonging to Puritan congregations; Percentage of eligible officeholders was more than in England.
		4. Eventually, Puritan churches grew collectively into the Congregational Church
	3. Puritan Contributions to American character
		1. Democracy (within church) via town meetings and voting rights to church members
		2. Townhall meetings, democracy in its purest form.
		3. Villagers met to elect their officials and attend civic issues
		4. Puritans sought to create a utopia based on God's laws
		5. Argued against slavery on moral grounds
		6. Ideas lay foundation for later reform movements: abolition of slavery, women's rights, education, prohibition, prison reform, etc.
		7. Protestant work ethic: those who were faithful, worked hard, and succeeded were seen favorably by God.
		8. Education and community.
			1. Old Deluder Satan Act of 1647
				1. Required any community with 50 or more families to have a school
	4. The decline of Puritanism
		1. First generation Puritans began losing their religious zeal as time went on.
		2. Puritan population moved out of town away from control of church.
		3. Children of non-converted members could not be baptized.
		4. "Half-Way Covenant",1662: sought to attract more members by giving partial membership
		5. Puritan churches baptized anyone and distinction between the "elect" and others subsided.
	5. Salem Witch Trials
		1. Took place in Salem, Massachusetts from March to September 1693
		2. Based on the accusations of two young girls, Elizabeth Parris and Abigail Williams.
		3. Those who were accused of consorting with the devil were considered felons, having committed a crime against their government. The punishment was hanging.
		4. Causes
			1. disapproval of Reverend Parris
			2. land disputes between families,
			3. Indian taught witchcraft to girls.
			4. Girls caught dancing, began to accuse people of bewitching them to not get in trouble.
			5. 19 hung, 1 pressed, 55 confessed as witches and 150 awaited trial.
			6. Shows the strictness of Puritan society
			7. Shows how a rumor can cause hysteria even to illogical thinking.
			8. Later, many people involved admitted the trials & executions had been mistake.
		5. Long Term Effect is the decline of Puritan clergy
	6. The Great Awakening (1730-1755)
		1. Background
			1. Spiritual renewal that swept the American Colonies, particularly New England,
			2. It began in England before catching fire across the Atlantic.
			3. Revivalism ushered in by the Awakening brought people back to "spiritual life" as they felt a greater intimacy with God.
		2. Causes
			1. Puritan ministers lost authority (Visible Saints)
			2. Decay of family (Halfway Covenant)
			3. Deism, God existed/created the world, but afterwards left it to run by natural laws.
			4. Denied God communicated to man or in any way influenced his life…get to heaven if you are good. (Old Lights)
			5. 1740s, Puritanism declined by the 1730s and people were upset about the decline in religious piety. (devotion to God)
		3. Characteristics
			1. Began in Mass. with Jonathan Edwards (regarded as greatest American theologian)
			2. Rejected salvation by works, affirmed need for complete dependence on grace of God
			3. George Whitefield followed, touring colonies, led revivals, conversions, inspired imitators
		4. Effects
			1. New Denominations
				1. “New Lights”: Heaven by salvation by grace through Jesus Christ.

Formed: Baptist, Methodists

* + - 1. Led to founding of colleges
				1. Harvard, 1636—First colonial college; trained candidates for ministry
				2. College of William and Mary, 1694 (Anglican)
				3. Yale, 1701 (Congregational)
				4. Great Awakening influences creation of 5 new colleges in mid-1700s

College of New Jersey (Princeton), 1746 (Presbyterian)

King’s College (Columbia), 1754 (Anglican)

Rhode Island College (Brown), 1764 (Baptist)

Queens College (Rutgers), 1766 (Dutch Reformed)

Dartmouth College, 1769, (Congregational)

* + - 1. Political & social implications
				1. Crossed class barriers; emphasized equality of all
				2. Unified Americans as a single people
				3. Missionaries for Blacks and Indians
			2. The Awakening's biggest significance was the way it prepared America for its War of Independence.
				1. In the decades before the war, revivalism taught people that they could be bold when confronting religious authority, and that when churches weren't living up to expectations, the people could break off and form new ones.
				2. Colonists realized that religious power resided in their own hands, rather than in the hands of the Church of England, or any other religious authority.
				3. After a generation or two passed with this kind of mindset, the Colonists came to realize that political power did not reside in the hands of the English monarch, but in their own will for self-governance
	1. Dominant Denominations
		1. Two denominations “established” (tax-supported):
			1. Anglican (GA, NC, SC, VA, MD, NY)
			2. Congregational (New England except RI)
		2. Anglican church served as prop of royal authority
		3. Anglican church more worldly, secure, less zealous, clergy had poor reputation
		4. Congregational church grew out of Puritan church, agitated for rebellion
1. Great Game of Politics
	1. Colonial Politics
		1. 1775: 8 colonies had royal governors, 3 under proprietors (MD, PA, DE), and 2 under self-governing charters (CT, RI)
		2. Used bicameral legislatures – upper house (council) chosen by king, lower house by elections
		3. Self-taxation through elected legislatures was highly valued
		4. Conflicts between Governors & colonial assemblies: withheld governor’s salary to get what they wanted, had power of purse
		5. 1775: all colonies had property requirements for voting, office holding
		6. Not true democracy, but more so than England
	2. New England Confederation (1643-1684)
		1. Purpose
			1. Unite against a common enemy.
		2. Involved Massachusetts, Connecticut, but not Rhode Island
		3. Democratic growth
		4. Cause: Pequot War, (1634-1638)
			1. Puritans in Connecticut waged genocidal Pequot War to seize land
		5. Reason for Dissolution: King Philip’s War, (1675-78)
			1. Metacom (King Phillip) formed Indian alliance – attacked throughout New England, especially frontier
			2. Metacom tried to drive English out to sea, but other Indian groups sided with English
			3. English towns were attacked and burned -unknown numbers of Indians died
			4. 1676: War ended, Metacom executed, lasting defeat for Indians
	3. Dominion of New England
		1. Forced by King James II
		2. NE Colonies, NJ & NY
		3. Goals
			1. Restrict Colonial trade
			2. Defend Colonies
			3. Stop Colonial smuggling
		4. Sir Edmund Andros
			1. Gain control over Colonies
			2. Eliminated town meetings, the press and schools
			3. Taxed without the consent of the governed
		5. Collapsed after Glorious Revolution
	4. John Peter Zenger Trial
		1. John Peter Zenger, a New York publisher charged with libel against the colonial governor
		2. Defended by Alexander Hamilton
		3. Zenger’s lawyer argues that what he wrote was true, so it can’t be libel
		4. English law says it doesn’t matter if it’s true or not
		5. Jury acquits Zenger anyway
		6. Not total freedom of the press, but greater risks taken in criticizing of political figures.
		7. Landmark case which paved the way for the eventual freedom of the press.
2. Summarization
	1. Examples of Dissatisfaction in the New World over territory, frontier defense, self-rule, and trade.
		1. King James I took over Virginia as a royal colony, and ordered House of Burgesses abolished; royal governor discovered he couldn’t rule without it
		2. Lord Baltimore and Catholic minority often at odds with Protestant majority in Maryland, as can be seen in passage of Toleration Act designed to protect Catholic minority
		3. New England unhappy with Oliver Cromwell for ignoring their “City upon a Hill” / Navigation Acts widely defied with smuggling and bribery over the next century
		4. Spanish never allowed their colonies any degree of self-rule, nor did they allow any Spanish creoles born in New Spain any kind of significant power
		5. British colonies often at odds with each other over western lands, which the British kings had granted with conflicting claims
		6. Bacon’s Rebellion put colonists under Bacon at war with royal governor William Berkeley
		7. King James II took away self-government in New England, putting all of New England, New York, and New Jersey into Dominion of New England
	2. Effects of the Melting Pot on Intellectual and Spiritual Movements
		1. Roger Williams / banished by Puritans / creation of Rhode Island
		2. New York – Dutch heritage and multi-ethnic community
		3. Quakers in Pennsylvania
			1. religious and ethnic tolerance due to belief in pacifism and Inner Light
			2. Germans and Scots-Irish came in large numbers and maintained cultural identities
		4. Great Awakening inspired by German pietism;
			1. Jonathan Edwards combined Locke’s theory of the senses with his own revival of Puritan conversion experience;
			2. British George Whitefield then took Edwards’ hellfire and brimstone style and sparked Great Awakening across the thirteen colonies, which sparked many conflicts between Old Lights and New Lights, who then set up their own churches and colleges
		5. Books brought European Enlightenment to America, where an entire generation of educated Americans adopted them
			1. Franklin and all his inventions, his proof that lightning was electricity, his publication of Poor Richard’s Almanac,
			2. his anonymous writings under assumed names,
			3. lending libraries, fire companies, hospitals
		6. Deism – God as the great watchmaker
	3. British Influence on the Colonies
		1. most colonies eventually became royal colonies, with the Church of England becoming standard, along with representative assemblies and royal governors
		2. All colonies spoke English as main language
		3. Upper classes – northern merchants and southern planters – all modeled their lives on upper class British, from houses to clothing to carriages to education of sons to reading to music
		4. Currency largely dependent on British bills of credit
		5. Every colony tied into the British trading networks
		6. British books and literature widely read
		7. Great Awakening spread Baptists and Methodists across colonies, as well as anti-authoritarianism
		8. Enlightenment books also spread anti-authoritarianism (helped lay groundwork for Revolution)
	4. British Imperial Control of the Colonies
		1. King James I and takeover of Virginia as a royal colony
		2. English Puritans and Navigation Acts
		3. Restoration colonies showed King Charles II carving up “his” continent
		4. King James II and the Dominion of New England
		5. Glorious Revolution and re-chartering of many colonies with new restrictions
		6. Salutary neglect led to decades of lax enforcement
	5. Colonial Resistance to British Control
		1. Colonists had a long tradition of running their own affairs through their representative assemblies (House of Burgesses, New England town meetings)
		2. Pilgrims were religious separatists
		3. Puritans insisted their charter granted them political independence
		4. Puritans “City upon a Hill” the ideal church – independent congregations
		5. Maryland was Catholic, Pennsylvania, Delaware, and New Jersey were Quaker, with Scots-Irish Presbyterians and German dissenters allowed to practice their own religions
		6. Colonists asserted control over taxation and laws through their colonial assemblies, which controlled royal governors by controlling their salaries
		7. Enlightenment and Great Awakening both encouraged anti-authoritarianism
		8. New churches and colleges further eroded authority of British

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Colony** | **Region** | **Founder/Leaders** | **Founded** | **Purpose** | **Note** |
| **Roanoke** | Southern | Sir Walter Raleigh | 1585 | Establish English in the New World | Colonists disappeared without a trace. |
| **Virginia** | Southern | Virginia CompanyJohn Smith | 1607 | Trade and Profits | Founded as joint-stock company. House of Burgesses (1619). Only 60 of 1st 900 colonists survived. |
| **Plymouth** | New England | William Bradford | 1620 | Religious freedom for Separatists | Mayflower Compact.  |
| **New York** | Middle | Peter Minuit | 1626 | Trade and Profits | Set up as Dutch colony, taken over by English in 1664.  |
| **Massachusetts Bay** | New England | John Winthrop | 1630 | Religious freedom for Puritans | Led by John Winthrop. 18,000 settlers by 1642. |
| **New Hampshire** | New England | John Mason | 1630 | Escape for those constricted by religious and economic rules | Puritan harshness led these settlers north and inland. |
| **Maryland** | Middle | Lord Baltimore | 1634 | Religious freedom for Catholics | Slow growing (only 600 by 1650). Maryland Act of Toleration (1649). |
| **Connecticut** | New England | Thomas Hooker | 1636 | Religious and Economic freedom | Leaders of Massachusetts asked Hooker and his followers to leave. |
| **Rhode Island** | New England | Roger Williams | 1636 | Religious freedom | Williams set up the most tolerant colony.  |
| **Delaware** | Middle | Peter Minuit | 1638 | Trade and Profits | Established by Sweden; taken by English in 1664. |
| **North Carolina** | Southern | Group of Proprietors | 1653 | Trade and Profits | Joint business venture.  |
| **New Jersey** | Middle | Lord Berkeley | 1660 | Trade and Profits | Established by Sweden; taken by English in 1664. |
| **South Carolina** | Southern | Group of proprietors | 1670 | Trade and Profits | Rice major crop. |
| **Pennsylvania** | Middle | William Penn | 1682 | Religious Freedom for Quakers | Originally Quaker, this colony became home to many European immigrants. |
| **Georgia** | Southern | James Oglethorpe | 1733 | Debtor colony, Buffer for Spanish colonies,  | Restrictions on blacks, size of plantations kept colony small |

**Document 1**

*The* ***Spanish Requirement of 1513*** *(“****El Requerimiento****”) was a declaration by the Spanish monarchy of its right to take possession of the territories of the New World and the reactions to those that disagreed.*

On the part of the King, Don Fernando, and of Doña Juana, his daughter, Queen of Castile and León, subduers of the barbarous nations, we their servants notify and make known to you, as best we can, that the Lord our God, living and eternal, created the heaven and the earth, and one man and one woman, of whom you and we, and all the men of the world, were and are all descendants, and all those who come after us.

Of all these nations God our Lord gave charge to one man, called St. Peter, that he should be lord and superior of all the men in the world, that all should obey him, and that he should be the head of the whole human race, wherever men should live, and under whatever law, sect, or belief they should be; and he gave him the world for his kingdom and jurisdiction.

One of these pontiffs, who succeeded St. Peter as lord of the world in the dignity and seat which I have before mentioned, made donation of these isles and Terra-firma to the aforesaid King and Queen and to their successors, our lords, with all that there are in these territories,

Wherefore, as best we can, we ask and require you that you consider what we have said to you, and that you take the time that shall be necessary to understand and deliberate upon it, and that you acknowledge the Church as the ruler and superior of the whole world,

But if you do not do this, and maliciously make delay in it, I certify to you that, with the help of God, we shall powerfully enter into your country, and shall make war against you in all ways and manners that we can, and shall subject you to the yoke and obedience of the Church and of their highnesses; we shall take you, and your wives, and your children, and shall make slaves of them, and as such shall sell and dispose of them as their highnesses may command; and we shall take away your goods, and shall do you all the mischief and damage that we can, as to vassals who do not obey, and refuse to receive their lord, and resist and contradict him: and we protest that the deaths and losses which shall accrue from this are your fault, and not that of their highnesses, or ours, nor of these cavaliers who come with us .

**Document 2**

**Juan Ginés de Sepúlveda, Spanish philosopher and theologian**

**The Second Democrates (1547)**

The Spanish have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults, or women to men, for there exists between the two as great a difference as between savage and cruel races and the most merciful, between the most intemperate and the moderate and temperate and, I might even say, between apes and men . . . . But see how they [the inhabitants of New Spain and Mexico] deceive themselves, and how much I dissent from such an opinion, seeing , on the contrary, in these very institutions a proof of the crudity, the barbarity, and the natural slavery of these people; for having houses and some rational way of life and some sort of commerce is a thing which the necessities of nature itself induce, and only serves to prove that they are not bears of monkeys and are not totally lacking in reason.  But on the other hand, they have established their nation in such a way that no one possesses anything individually, neither a house nor a field, which he can leave to his heirs in his will, for everything belongs to their masters whom, with improper nomenclature, they call kings, and by whose whims they live, more than by their own, ready to do the bidding and desire of these rulers and possessing no liberty.  And the fulfillment of all this, not under the pressure of arms but in voluntary and spontaneous way, is a definite sign of the servile and base soul of there barbarians . . . . Therefore, if you wish to reduce them, I do not say to our domination, but to a servitude a little less harsh, it will not be difficult for them to change their masters, and instead of the one they had, who were barbarous and impious and inhuman, to accept the Christians, cultivators of human virtues and the true faith.

**Document 3**

**Bartolome de Las Casas**

**Thirty Very Judicial Propositions (1552)**

Now if we shall have shown that among our Indians of the western and southern shores (granting that we call them barbarians and that they are barbarians) there are important kingdoms, large numbers of people who live settled lives in a society, great cities, kings, judges and laws, persons who engage in commerce, buying, selling, lending, and the other contracts of the laws of nations, will it not stand proved that the Reverend Doctor Sepulveda has spoken wrongly and viciously against peoples like these . . . The Indian race is not that barbaric, nor are they dull witted or stupid, but they are easy to teach and very talented in learning all the liberal arts, and very ready to accept, honor, and observe the Christian religion and correct their sins (as experience has taught) once priests have introduced them to the sacred mysteries and taught them the word of God.

**Document 4**

**Richard Hakluyt, 1500s, friend of Sir Walter Raleigh**

A Brief collection of certain reasons to induce her Majesty [Queen Elizabeth of England] and the state to pay for western voyage and the establishment of colonies in the New World

The passage there and home is neither too long nor too short, but easy and to be made twice in the year.

The passage cuts not near the trade of any prince, nor near any of their countries or territories and is safe passage, and not easy to be annoyed by prince or potentate whatsoever.

The passage is to be performed at all times of the year . . .

This enterprise may stay the Spanish king from flowing over all the face of that waste firm of America, if we seat and plant there in time . . .

We shall by planting there enlarge the glory of the Gospel and from England plant sincere religion, and provide a safe and a sure place to receive people from all parts of the world that are forced to flee for the truth of God's word.

Many men of intelligence and of different talents who are defeated by the loss of money, by the sea, or by some foolish act of youth, that are not able to live in England, may they be raised again, and do their country good service.

Many Soldiers and servants, in the end of their services may there be settled to the common profit and quiet of this kingdom.

The fry [children] of the wandering beggars of England that grow up idly and hurtful and burdenous to this Realm, may there be unladen, better brought up . . . .

**Document 5**

**The Maryland Act of Toleration, 1649**

“Be it therefore ordered and enacted . . . That whatsoever person or persons within this Province ... shall from henceforth blaspheme God, that is, curse him; or deny our Savior Jesus Christ to be the son of God; or shall deny the Holy Trinity, or [shall deny] the Godhead of any of the said three Persons of the Trinity, or the unity of the Godhead . . . shall be punished with death and confiscation or forfeiture of all his or her lands. . . . And whereas. . . . that no person or persons whatsoever within this province, or the islands, ports, harbors, creeks, or havens thereunto belonging professing to believe in Jesus Christ, shall from henceforth be anyway troubled, molested, or discountenanced for or in respect of his or her religion nor in free exercise thereof within this province or the islands thereunto belonging nor any way compelled to the belief or exercise of any Religion against his or her consent.”

**Document 6**

**THE MAYFLOWER COMPACT (1620)**

In the name of God, Amen. We whose names are under-written, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France, and Ireland King, Defender of the Faith, etc.

Having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our King and Country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually, in the presence of God, and one of another, covenant and combine our selves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the eleventh of November [New Style, November 21], in the year of the reign of our sovereign lord, King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Dom. 1620.

**Document 7**

**John Winthrop, "A Model of Christian Charity"**

**John Winthrop, a Puritan leader, wrote the following sermon on board the Arbella on route to the New World in 1630.**

"God Almighty in his most holy and wise providence hath so disposed of the condition of mankind [that] in all times some must be rich, some poor, some high and eminent in power and dignity, other mean and in subjection.... Yet, we must be knit together in this work as one man.... We must delight in each other... rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body.... We must consider that we shall be as a city upon a hill.  The eyes of all people are upon us, so that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world."

**Document 8**

**William Penn, from “Model of Government” (1681)**

For particular frames and models it will become me to say little, and comparatively I will say nothing. My reasons are: first, that the age is too nice and difficult for it, there being nothing the wits of men are more busy and divided upon. 'Tis true, they seem to agree in the end, to wit, happiness, but in the means they differ as to divine, so to this human felicity, and the cause is much the same, not always want of light and knowledge, but want of using them rightly. Men side with their passions against their reason, and their sinister interests have so strong a bias upon their minds that they lean to them against the good of the things they know.

Secondly, I do not find a model in the world that time, place, and some singular emergences have not necessarily altered; nor is it easy to frame a civil government that shall serve all places alike.

Thirdly, I know what is said by the several admirers of monarchy, aristocracy and democracy, which are the rule of one, a few, and many, and are the three common ideas of government, when men discourse on that subject. But I choose to solve the controversy with this small distinction, and it belongs to all three: any government is free to the people under it (whatever be the frame) where the laws rule, and the people are a party to those laws, and more than this is tyranny, oligarchy, and confusion

**Document 9**

**"The Declaration of the People, against Sr: Wm: Berkeley," by Nathaniel Bacon**

1. For having, upon specious pretenses of public works, raised great unjust taxes upon the commonalty for the advancement of private favorites and other sinister ends, but no visible effects in any measure adequate; for not having, during this long time of his government, in any measure advanced this hopeful colony either by fortifications, towns, or trade.

3. For having wronged his Majesty’s prerogative and interest by assuming monopoly of the beaver trade and for having in it unjust gain betrayed and sold his Majesty’s country and the lives of his loyal subjects to the barbarous heathen.

4. For having protected, favored, and emboldened the Indians against his Majesty’s loyal subjects, never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, robberies, and murders committed upon us.

**Document 10**

**Sinners in the Hands of an Angry God, Jonathan Edwards, Sermon, 1741**

O sinner! Consider the fearful danger you are in: it is a great furnace of wrath, a wide and bottomless pit, full of the fire of wrath, that you are held over in the hand of that God, whose wrath is provoked and incensed as much against you as against many of the damned in hell. You hang by a slender thread, with the flames of divine wrath flashing about it, and ready every moment to singe it and burn it asunder; and you have no interest in any Mediator, and nothing to lay hold of to save yourself, nothing to keep off the flames of wrath, nothing of your own, nothing that you ever have done, nothing that you can do, to induce God to spare you one moment….

**Document 11**

**James Alexander, lawyer for J. Peter Zenger, *The Trial of John Peter Zenger*, 1736**

"[Lawyer for the prosecution:] Gentlemen of the Jury; the information now before the Court, and to which the defendant, Zenger, has pleaded 'Not guilty,' is an information for printing and publishing a false, scandalous, and seditious libel in which His Excellency, the Governor of this Province . . . is greatly and unjustly scandalized as a person that has no regard to law or justice. . . . Indeed, Sir, as Mr. Hamilton [Zenger’s defense attorney] has confessed the printing and publishing of these libels, I think the jury must find a verdict for the King; for supposing they were true, the law says that they are not the less libelous for that.  Nay, indeed the law says their being true is an aggravation of the crime."

"[Mr. Hamilton:] Not so . . . I hope it is not our bare printing and publishing a paper that will make it a libel. You will have something more to do before you make my client a libeler.  For the words themselves must be libelous that is, false . . . or else we are not guilty."

**Unit 1: Pre-Columbian to the Colonies**

**DBQs**

1. (2016Int) Explain the causes of the development of the institution of slavery in the period from 1607 to 1750.

1. (2010) #1 (a): Explain how the ideas and values of various groups influenced the political, economic, and social development of the British North American colonies from 1607 to 1700.
2. (2010) #1 (b): Explain how religious ideas and values held by the British American colonists influenced the political, economic, and social development from 1607 to 1700.
3. (2002) #1 (a): Compare and contrast religious development in the New England colonies with the Chesapeake colonies.
4. (2002) #1 (b): Evaluate the impact of religious development in the New England, Chesapeake, and Mid-Atlantic colonies.
5. (2002B) #1: Explain how economic development in the British North American colonies was impacted by the Atlantic trade routes between 1650 and 1750.

**Long Essays**

1. (2011B) #2: Compare and contrast the European imperial goals in North America between 1580 and 1763.

1. (2010B) #2: Explain how religion impacted the development of two different European regions of North America prior to 1607.
2. (2008) #2: Evaluate the ways in which actions taken by American Indians and European colonists shaped relationships in New England and the Spanish Southwest.

1. (2006) #2: Compare and contrast the differences between the southwest Spanish settlements and the English colonies in New England in the 17th century.
2. (2005) #2: Compare and contrast the economic and political development of the New England and Chesapeake colonies from 1607 – 1750.
3. (2005B) #2: Evaluate the extent to which geography was the primary factor in shaping the development of the British colonies in North America during the 1600s.

1. (2003B) #2: Compare and contrast the ways that conflict between colonizers and other groups reflected social and political tension in the period from 1607-1754.
2. (2001) #2: Evaluate the economic, geographic, and social factors which impacted the growth of slavery in the southern colonies between 1607 and 1775.
3. (2000) #2 (b): Evaluate the extent to which European colonists contributed to maintaining continuity as well as fostered change within native populations from first contact to 1750.

**Unit 1: Pre-Columbian to the Colonies**

**Short Answer Questions**

1. Answer (a), (b), and(c). (APUSH 2016)
2. Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
3. Briefly explain ONE important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1700.
4. 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.
5. Use the statement below and your knowledge of United States history to answer parts A, B, and C. European traders reached West Africa and partnered with some African groups to recruit slave labor for the Americas. (SurvivalGuide-SAQ)
	1. Briefly explain ONE important social response in the Americas to the statement above in the period 1492–1607.
	2. Briefly explain ONE important economic response in the Americas to the statement above in the period 1492–1607.
	3. Briefly explain the impact of the social response in Part A or the economic response in Part B on American society in the period 1492–1607.

This question is based on the following image.



Tom Lovell, Trading at the Pecos Pueblo, 1973

1. Use the image above and your knowledge of United States history to answer parts A, B, and C. (SurvivalGuide-SAQ)
	1. Explain the point of view in the image toward ONE of the following:
		* Trade
		* American Indians
		* The environment
	2. Briefly explain ONE development in the period from 1492 to 1754 that supported the point of view expressed by the artist.
	3. Briefly explain ONE development in the period from 1492 to 1754 that challenged the point of view expressed by the artist.
2. Complete the following three tasks: (SurvivalGuide-SAQ)
	1. Identify THREE different crops or livestock that were introduced by the Spanish in the Americas in the 15th and 16th centuries.
	2. Briefly explain how ONE of the examples from Part A changed work or trade in the Americas.
	3. Briefly explain ONE long-term result of the change explained in Part B on American Indians.

“The organization of the Caribbean Indians as a labor pool was a matter of immediate and urgent concern for the Spanish colonists. The extremely hard labor necessary for the tasks of construction and subsistence, the unfamiliar and uncomfortable tropical environment, and Spaniards’ abhorrence of physical labor virtually ensured the exploitation of the local population.…Encomienda was an arrangement by which the inhabitants of a designated region or town were assigned to individual Spaniards as vassals. In exchange for protection and Christian instruction, the Indians were obligated to provide labor and services to their overlord.…Relocation of Indians for labor in mines, ranches and farms disrupted and recombined settlements. This probably led also to a general disintegration and breakdown in Hispaniola Arawak society.”

Deagan, Kathleen A. “Spanish-Indian Interaction in Sixteenth-Century Florida and Hispaniola.”

“Spaniards who actually went to the new lands, though, had little interest in evangelization. Although often personally pious, they were more concerned with Indian labor than Indian souls.…In 1503 the monarchs provided…the encomienda system. Individual Spaniards became trustees of indigenous groups, promising to ensure their safety, freedom and religious instruction. In fine protection-racket style, Indians paid for Spanish “security” with their labor. The encomienda can be thought of as an attempt to answer the objections to slavery….By restricting the demands on Indians, the monarchs sought to reduce the incentive to revolt. It didn’t work. Both the Indians and the conquistadores disliked the encomienda system….Trustees loathed negotiating with the Taino leaders….The Taino came to view the system as…legal justification for slavery.”

Charles C. Mann, *1493: Uncovering the New World Columbus Created*

1. Based on the two interpretations above regarding the encomienda system, complete the following three tasks: (SurvivalGuide-SAQ)
	1. Briefly explain the main point made by Passage 1.
	2. Briefly explain the main point made by Passage 2.
	3. Provide ONE piece of evidence from 15th- through 16th-century Spanish colonization that is not included in the passages and explain how it supports the interpretation in either passage.
2. During the years 1700 to 1750, North American British colonies resisted imperial controls from England. (SurvivalGuide-SAQ)
	1. Explain ONE colonial economic or political practice that illustrated colonial resistance.
	2. Explain how ONE religious or intellectual movement affected colonial resistance.
	3. Provide ONE new piece of additional evidence and explain how it supports your response in either Part A or Part B.
3. Complete the following three tasks: (SurvivalGuide-SAQ)
	1. Identify THREE different factors that led to the growth of African slavery from 1619 to 1750 in the North American British colonies.
	2. Explain how ONE of the examples from Part A changed colonial society.
	3. Explain ONE way African slaves resisted the dehumanizing aspects of slavery.
4. Answer a, b, and c. (ExamDescription)
	1. Briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.
	2. Briefly explain a SECOND example of how contact between Native Americans and Europeans brought changes to Native American societies in the same period.
	3. Briefly explain ONE example of how Native American societies resisted change brought by contact with Europeans in the same period.

This question is based on the following two passages.

“We have no way of knowing how many of the colonists were devoted Calvinists, for no one took a census of beliefs. Yet common sense instructs us that religion (or the church) attracts not only a committed core, but also others who, like “horse-shed” Christians, limit their commitment…New England…had its “dark corners of the land,” the places or the groups of people that were less affected by religion and less likely to want clergy. The fishermen of Gloucester, Massachusetts, made life difficult for Richard Blinman, who arrived as a town minister in 1642. And, as told by Cotton Mather, a minister in some unnamed coastal village urged on his audience a more active practice of religion, lest otherwise they “contradict the main end of planting this wilderness!” Thereupon, a local resident cried out: “Sir, you think you are preaching to the people at the Bay; our main end was to catch fish.”

David D. Hall, *Worlds of Wonder, Days of Judgment: Popular Religious Beliefs in Early New England*

“The Puritan leaders could withstand this rising tide of democracy only by such support as the government would give them—which became increasingly less after the new charter of 1692 took away from the saints all power to select their own governors and divorced the state and church—or else by the sheer force of their personalities. As early as the 1660s and ’70s we can see them beginning to shift their attention from mere exposition of the creed to greater and greater insistence upon committing power only to men of wisdom and knowledge….By the beginning of the eighteenth century the task of buttressing the classified society, maintaining the rule of the well-trained and the culturally superior both in church and society seems to have become the predominate concern of the clergy. Sermon after sermon reveals that in their eyes the cause of learning and the cause of a hierarchical, differentiated social order were one and the same.”

*Perry Miller and Thomas H. Johnson, The Puritans, 1938*

1. Based on the two interpretations above regarding challenges to Puritan influence in New England, complete the following three tasks: (SurvivalGuide-SAQ)
	1. Briefly explain the main point made in Passage 1.
	2. Briefly explain the main point made in Passage 2.
	3. Provide ONE piece of evidence from 1630 to 1750 that is not included in the passages and explain how it supports or refutes the interpretation of either passage.
2. Slavery emerged in the colonies that would become the United States because of a combination of demographic, economic, and geographic conditions. (FastTrack#2)
	1. Explain ONE demographic reason for the rise of slavery in any part of the North American British colonies
	2. Explain ONE economic reason for the rise of slavery in any part of the North American British colonies
	3. Explain ONE geographic reason for the rise of slavery in any part of the North American British colonies
3. The French, Dutch, and English each laid claim to various parts of North America in the 17th century. (FastTrackCH2)
	1. Explain a major difference between the colonial settlements of the French, the Dutch, and the English regarding ONE of the following:
		* Relations with the Native Americans
		* Settlement patterns
		* Economic initiative
	2. Explain ONE cause and ONE effect of the difference you identified in Part A.
4. Answer (a), (b), and (c). (APUSH2015)
	1. 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.
	2. 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.
	3. Briefly explain ONE factor that accounts for the difference that you indicated in (b).



1. Using the map above, answer (a), (b), and (c). (APUSH1-5)
	1. Briefly explain ONE specific historical development that contributed to the emergence during the eighteenth century of the patterns depicted in the map.
	2. Briefly explain ONE specific historical effect that resulted from the patterns depicted in the map.
	3. Briefly explain ANOTHER specific historical effect that resulted from the patterns depicted in the map.
2. Answer a, b, and c. (APUSH2016-International)
	1. Briefly explain how ONE specific environmental or geographical feature of the New England colonies contributed to the region's unique development before 1754.
	2. Briefly explain how ONE specific environmental or geographical feature of the middle colonies contributed to the region's unique development before 1754.
	3. Briefly explain how ONE specific environmental or geographical feature of the southern colonies contributed to the region's unique development before 1754.

**Star Spangled Banner by Francis Scott Key (1814)**

Sung by Whitney Houston

Oh, say can you see by the dawn's early light

What so proudly we hailed at the twilight's last gleaming?

Whose broad stripes and bright stars thru the perilous fight,

O'er the ramparts we watched were so gallantly streaming?

And the rocket's red glare, the bombs bursting in air,

Gave proof through the night that our flag was still there.

Oh, say does that star-spangled banner yet wave

O'er the land of the free and the home of the brave

**America, The Beautiful**

Written by Katharine Lee Bates

Music by Samuel A. Ward

O beautiful for spacious skies,

For amber waves of grain,

For purple mountains’ majesty

Above the fruited plain!

America! America!

God shed His grace on thee,

And crown thy good with brotherhood

From sea to shining sea!

**Real American by Rick Derringer**

I am a real American, Fight for the rights of every man,

I am a real American, fight for what's right, fight for your life!

When it comes crashing down, and it hurts inside,

ya' gotta take a stand, it don't help to hide,

Well, you hurt my friends, and you hurt my pride,

I gotta be a man; I can't let it slide,

I am a real American, Fight for the rights of every man,

I am a real American, fight for what's right, fight for your life!

I feel strong about right and wrong,

And I don't take trouble for very long,

I got something deep inside of me, and courage is the thing that keeps us free,

I am a real American, Fight for the rights of every man,

I am a real American, fight for what's right, fight for your life!

Well you hurt my friends, and you hurt my pride,

I gotta be a man; I can't let it slide,

I am a real American, Fight for the rights of every man,

I am a real American, fight for what's right, fight for your life!

I am a real American, Fight for the rights of every man,

I am a real American, fight for what's right, fight for your life!