Advanced Placement United States History 2015

**Summer Assignment**

Advanced Placement United States History is the equivalent of an introductory level college course at the University level. Students are expected to take this course seriously and exhibit the characteristics expected in a college course with high expectations including the completion of assignments, effort, adherence to due dates, academic integrity, and personal responsibility in their academic efforts. AP United States History can have many benefits including excellent experience in preparing students for study at the collegiate level, improving strength of schedule, improving class rank, and earning college credit by passing the AP exam in May. However, failure to adhere to class expectations, devote the appropriate time to studies, lapses in personal responsibility (completion of assignments & due dates) will result in low grades and will generally serve as a hindrance during the college application process.

Summer work will include

1. The completion of 2 (3 - 5 pages) essays based on the provided questions due on first day of school.

2. Viewing of and note taking from internet videos focused on AP US History Course material Periods 1 & 2. Also a list of terms in which the student should determine the definition and why the term / event is significant in the context of its time period.

3. Time Period 1 and Time Period 2 Quizzes on First day of school

*(This packet includes Terminology Work, Essay Questions, You Tube Review videos, and Notes for the first 2 time periods)*

Students who have signed up to take the Advanced Placement United States History course at East Hartford High School are required to complete the summer work on time. The summer assignment serves a number of purposes as it provides the opportunity for students to demonstrate the ability to work independently, a characteristic that has a direct impact on their successful completion of the course and performance on the AP Exam in May. The assignment includes course content which is the foundation for the study of American History and is included on the AP exam. The assignment also provides students with the opportunity to demonstrate their writing ability and serves as a starting point in identifying and addressing the challenges students will face during their coursework in preparation for the AP Exam. It also familiarizes students with the time commitment necessary for the successful completion of an Advanced Placement course.

**\*Failure to complete this assignment and hand it in on the first day of the 2015-2016 school year, which is a course prerequisite, will result in the student’s reassignment to another United States History course**. (Due to scheduling constraints this may be to an honors or college prep level class)

**Essay Questions**

**1. Discuss the major issues at play during the Constitutional Convention and the formulation of the United States Constitution. Address the reasons for the convention and the issues of representation, slavery, and individual rights. Include evidence and details to support your work.**

**2. Compare and contrast the Jamestown/Chesapeake colonial experience with the Massachusetts Bay colony prior to 1700. Be sure to address the Social, Political, and economic characteristics. Use the notes and videos and include as much detail as possible in each category.**

*FCA 1 – Student accurately selects and interprets relevance of events to the selected topic.*

*FCA 2 – Student implements an extensive amount of factual evidence and examples in supporting the selected position.*

*FCA 3 – Student thesis and explanations accurately and comprehensively address the question and position.*

\*The two essays should be typewritten / word processed and 3 to 5 pages in length. Maximum 1 inch borders, double spaced, Times New Roman, Times, or Helvetica font, maximum font size 12, and no extra spaces at the top, bottom, or between paragraphs (5 paragraph format is recommended and outside resources may be used). If you have any questions please see Mr. Erami prior to the end of the current school year (2014-15). The assignment will make up a significant portion of the first quarter grade.

If you have any further questions during the summer, you can e-mail me at **erami.j@easthartford.org**

Youtube Videos

Period 1 1491 to 1607

https://www.youtube.com/watch?v=\_rSS9Y53jVI&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD\_ZUu2BF

APUSH Period 1 joczProductions

Concepts 1.1- 1.3

<https://www.youtube.com/watch?v=wtW2d-vM6MM> Adam Norris 1.1

<https://www.youtube.com/watch?v=vptOsio63i8> Adam Norris 1.2

<https://www.youtube.com/watch?v=9THmzmw6oS4> Adam Norris 1.3

Period 2 1607 to 1754

<https://www.youtube.com/watch?v=7LNT1WxmqdI> APUSH Period 2 joczProductions

Concepts 2.1 – 2.3

<https://www.youtube.com/watch?v=HDsvOgfB32E> Adam Norris Key Concept 2.1

<https://www.youtube.com/watch?v=hpsrLSmCos4> Adam Norris Key Concept 2.2

<https://www.youtube.com/watch?v=1yUZ2YtdKxw> Adam Norris Key Concept2.3

Text Book Reviews – American Pageant

https://www.youtube.com/playlist?list=PL-69ThEyf7-BOS9ppIm3mpVxnuvcIVVKz (American Pageant Reviews joczproductions all)

You can also find videos by searching in Youtube with key word combinations including APUSH, AP US History, Review, Period 1, Period 2,

NOTES American Pageant Chapter 1 & 2

The First Americans

Americas most likely populated by nomadic Eurasian hunter-gatherer groups following migrating herds, crossed the Bering Land Bridge across the Bering Strait that formed during the last Great Ice Age, when ice melted, sea level rose obscuring the bridge. Peoples began growing crops, particularly corn (Mexico) - Neolithic Revolution (The switch from hunting and gathering to agriculture) This allowed people to settle in one place and they no longer relied on nomadic existence in pursuit of food.

In South America, there were 3 major civilizations, each had their own culture. Culture - The way of life of a group of people and the things a group shares like religion, language, art, government, and ways of providing food, shelter, clothing, & educating their young.

3 major civilizations were located in Central & South America.

1) Mayas - Peaceful people, artistic, written language, created a calendar better than the European one. Began to decline, too many people, not enough food.

2) Incas - Located in Peru - Leader was called the “Inca” (Also means Sun-God as leader was seen to be related to the God) - Highways, irrigation, silver & gold mining, lots of farming and everyone in society had an assigned place and job.

3) Aztecs - Located in Mexico - Most powerful, had well trained armies and harsh leaders - had lots of trade - Created great temples where they had human sacrifices for Huizilopochtli (Sun God), blood also had fertility powers for agriculture - Last great leader was Montezuma (Moctezuma)

In North America, the Native Americans shared many beliefs:

1) Harmony with Nature - Part of Nature just like the trees and animals, a brotherhood.

2) Belief in Gods who created the World.

3) Land was a Sacred Trust - It was a privilege that was to be passed on, unspoiled, to future generations

4) Pride - They were proud of their tribes & communities - prized their self-reliance & independence.

Southwest - Pueblos (Peaceful, stone & adobe high rises)

Navajos - similar culturally to the Pueblos - lived in Hogans.

Apaches - more nomadic, hunters.

Plains Indians - (Sioux, Pawnee, Kiowas, Commanches, Dakotas) combination of hunting and farming; villages on the banks of rivers.

Eastern Woodlands - Iroquois & Algonquins - First English contact was with the Algonquins - these included the Naragansetts, Powhatan, & Abenakis - different dialects - later led to divisiveness among people, making conquest easier. Leaders had great oratory skills, needed to convince. Iroquois Confederation.

Before white settlers, Indian wars were seldom lethal - usually revenge for insult or death of a relative. Fatalities, when they did occur, sparked cycles of revenge, some were tortured, some became replacements.

The Indians were not passive victims of geopolitical forces beyond their control - held their own in early exchanges - accepted trade but resisted European Culture - Native peoples basically desired peaceful trade -would often trade beaver skins for metal goods, got knives & guns (which were better and easier to repair then their own stone tools) in exchange for pelts, they felt pelts were abundant and saw no disadvantage “The English have no sense, they give us twenty knives like this for one beaver skin”.

Most tribes had a Matrilineal society - In other words, when there was marriage, the male joined the wife’s family. They became a member and picked up the same obligations and responsibilities as other family members. Due to powerful role of women in hunting / gathering activities.

Dependency & Disease

The European system of land use radically altered the ecological systems on which Indians depended. They would clear away the forest and the animals would leave. Indians often went into debt, then would hunt too aggressively - destroyed the supply - became dependent on goods. - Dependence - Indians became dependent on European goods, began to change their lifestyle based on this dependence (Changed hunting practices, lost production skill) - Europeans began to use this dependence to their advantage and gained control (ex. If you help us fight the French we will increase trade).

Europeans brought germs, viruses, and influenzas to which Indians had no natural defenses - Some tribes lost 90 to 95% of population in the first century of contact. Europeans sought a new labor force & wanted to repopulate the New World.

The Explorers

The Norse, Vikings, were probably the first to land in New World; L’Anse aux Meadows in Newfoundland. Eric the Red’s son, Leif Ericson (1000 AD), Called it Vinland “Wineland the Good”

European Explorers began to explore the area. They were looking for:

1. Easier Trade Routes - So that trades would be easier, this means shorter and with fewer problems. The Europeans had found a rich market for trade in the East (India & China) through the travels of Marco Polo & the Crusades (Holy Wars). Overland trade was long and difficult - some areas were cut off by hostile armies.

2. Some went looking for Gold & treasure.

3. To find new Markets - for their goods.

4. Missionary Purposes - Wanted to bring Christianity to the natives.

First 2 countries to really start exploring were Spain & Portugal. They were primarily seeking easier trade routes as land/sea routes were difficult and took a long time.

Portugal , about 1450 - traveled to sub-saharan Africa and set up trading posts on the coast for the purchase of gold and slaves.

Prince Henry the Navigator (Portugal) - Had maps created and supported exploration.

Explorers:

Christopher Columbus (Cristobal Colon) - 1484 - presented plan to the king of Portugal - They felt he had underestimated the distance & difficulty of the voyage.

1492 - Gained the support of Ferdinand & Isabella of Spain by playing them off against Portugal (Jealous) & promises of wealth & empire.

- Given 3 ships, Nina, Pinta, & nao Santa Maria for voyage to Cathay (China), set sail in August of 1492.

Educated Europeans of the 15th century knew the world was round, no one really thought he would sail off the edge of the world.

- Estimated distance at 3000 miles, actually 10,600 nautical miles, if not for the New World being in the way, they would have run out of supplies. 33 days at sea, Columbus assumed the land they found was China & his calculations were correct. Met the natives there and thought they were in India so they called them Indians.

Used native population as slaves but many died from disease or escaped. Began importing Africans, due to language difficulties and appearance, escape was more difficult. Columbus returned 3 more times but never found the wealth his supporters demanded.

Other Spanish & Portuguese Explorations

Bartholomeu Dias - Rounded the southern tip of Africa

Amerigo Vespucci - First to figure out that the New World was new. America is named after him.

Vasco Da Gama - Sailed around the tip of Africa to get to India.

Balboa - Discovered the Pacific Ocean (South Sea)

Magellan - First to go all the way around the world.

Conquistadors - Came after the explorers, conquerors & mercenaries, conquered the native peoples and were looking for gold.

Cortes - Conquered the Aztecs and killed their king Montezuma - Aztecs were intimidated by the strangers and at first thought they were gods because of their guns, armor, and horses. “The things that seldom happen bring astonishment. Think then what must be the effect on me & mine, the sight of you & your people whom we have at no time things so altogether new as to strike awe & terror into our hearts”(Southeastern Indian to Hernando Cortes). Cortes’ arrival seen as fulfillment of prophecy of returning god Quezalcoatl (who happened to resemble Spaniards in appearance) The Aztecs fought well and the Spaniards fled, after a while, disease took it’s toll and they returned. When Montezuma was killed, the resistance fell apart as the Aztecs lost their will to fight.

Pizarro - Conquered the Incas - kidnapped their king, held him for ransom, got it, but killed the king anyway.

De Soto & Coronado - Searched into North America for gold but found nothing - from then on, Spain concentrated on South America.

The Spanish continued searching for gold, settled more areas as colonies. All of this was possible because Spain had the strongest navy in the world before 1588.

The native population were turned into slaves but many died. The biggest killer was disease. Thousands died. Europeans began to import Africans as slaves as most of the Native population died off.

Encomienda - gave nativists to colonists in order to Christianize them, basically slavery.

Spain was the most powerful country on earth, a great navy and a lot of colonies in South America. Other Other European countries started own exploration - competition began as each tried to become more powerful than their neighbors in terms of wealth and self-sufficiency.

Colombian Exchange - Transfer of goods, society, diseases etc between the old and new world.

“Black Legend” - held that the Spanish conquerers killed the Indians (“killing for Christ”), stole their gold, and infected them with small pox.

II. French Exploration

A. Giovanni da Verranzano - 1524 - sought a short water route to China by following a northwest route around or through North America, explored eastern seaboard of North America...failed to find route.

B. Jacques Cartier - 1534 - same goal - went along Labrador Coast (off Newfoundland) found and scouted the Gulf of St. Lawrence as far as modern day Montreal. Despite hopes could not find route to China and headed home in 1542.

C. Samuel de Champlain - 1608 - founded Quebec.

D. Robert La Salle - 1679-82 - explored Mississippi River region all the way to the Gulf of Mexico.

E. French declared they migrated to the New World in search of wealth and hopes of converting the Native Americans to Christianity.

F. First Contact - French fur trappers and traders came to North America because they wanted to trade with the Indians and they wanted furs which were in demand in Europe. The Indians wanted the manufactured and finished goods the French had to trade (knives, metal goods etc.).

1. There were very few French, so they had to have good relations with the Indians in order to survive. The Natives could be great protection or a great threat. They saw the Indians as necessary economic partners - Some French moved in amongst the Indians and even married and had children, creating kinship and family ties in addition to trade partnership.

2. Natives preferred the French to the English, the French moved in and lived amongst them and shared their destiny while the English were only interested in obtaining land. Both European powers had their own trading partners which created an alliance system.

3. By the early 18th century the French had small settlements in Louisiana (New Orleans).

4. French missionaries (Jesuits & Recollects) had better success converting Indians than the English did, they lived amongst the Indians and learned their languages.

5. French population remained rather small and lacked the support of the French crown denying them a vast empire in North America.

III. English Colonization

A. First English visit unknown but probably fisherman may have landed in Nova Scotia and Newfoundland as early as 1480’s - no records. The first recorded English transatlantic voyage was by John Cabot (Giovanni Cabato) in 1497, searched for route to Asia, Cabot died during second effort in 1498. His son Sebastian Cabot continued with explorations in the hudson Bay region in 1508-09. England lost interest as they were preoccupied with domestic and religious concerns.

B. Sir Humphrey Gilbert - pioneer of English colonization - anti-Spanish and sought northwest passage to Cathay - published book extolling the riches to be found in order to gain investors. 1578 - charter from Queen Elizabeth, 1583 - sailed to Newfoundland and claimed it (in front of fishermen from many countries) Lost on the return home.

C. The Lost Colony - Sir Walter Raleigh got charter from Queen Elizabeth who encouraged him privately but no financial backing - He renamed Carolinas area given to him Virginia (after the Virgin Queen) - set up a settlement in the North Carolina Outer Banks called Roanoke in 1584, it was difficult to reach (storms & currents) Sir Richard Greenville led the expedition but alienated local tribes by destroying native village in retaliation for a stolen silver cup. 1585 - Greenville goes back to England leaving colonists behind - A year later, Francis Drake cruised by, stopped to visit Roanoke and ended up taking the colonists home. A year later, 1587, Raleigh sent more people (men, women, & children), under leadership of John White, . Communications cut off by problems with Spain until 1590 (England required all ships) when rescuers finally arrived all the colonists had disappeared (including Virginia Dare first English child born in New World) absorbed into tribes or wiped out? The Lost Colony, all that was left behind was a tree with the word Croatan carved into it.

Raleigh’s failure discouraged others but Richard Hakluyt (writer) publicized New World explorers accounts and encouraged England to continue the effort.

D. Problems with Spain

English sailors called Sea dogs began robbing Spanish ships and taking their gold, the Spanish considered them to be pirates.

- Spain got mad at England and decided to attack and them and invade England, they sent their navy, The Spanish Armada to defeat England. England had smaller but quicker ships and fought smarter.

Sir Francis Drake - greatest of the Sea dogs. They used tactics like “Crossing the T” and sent fire boats into the Spanish ships.

England (and stormy weather) defeated the Spanish Armada and became the top navy in the world; Since Spain had settled South America, England decided to settle North America.

E. Jamestown - April 10, 1606, King James I issued the First Virginia Charter to the London Company (Sir Thomas Smith) to establish plantations in Virginia (area lying between Cape Fear and the Hudson River). “Joint Stock Company” business organization in which scores of people could invest without fear of bankruptcy, bought stock with hope of recovering investment and portion of future profits. The Company was actually more attracted by the promise of gold and wealth promised by Hakluyt.

1. This colony was set up to make money, either by finding (stealing) gold or to serve as a trading post. The site they chose was based on defensibility despite the disease and bad water of the area. The colony had a lot of problems. All men, they didn’t prepare to live there (build houses, plant food crops) they just worked to make money (search for gold) and pursued personal interests, no one listened to orders. Many died from disease & starvation.

2. John Smith arrived and began trading with the Indians for food and mapped out the Chesapeake Bay. In 1608 he became the leader - Instituted military discipline and made work parties to build houses & plant crops - “No work, No food” - made people mad but saved the colony. Smith had to return to England after a gun powder accident.

3. Terrible winter of 1609-1610 - The Starving Time - A really bad winter at the colony, many starved, froze, and died, some cannibalism. The people there were already short of supplies when a new boatload of people arrived.

4. Lived in territory controlled by the Powhatans and their leader Powhatan, large and powerful tribe. Powhatans wanted to enlist the English as allies against other tribes but competing ideas on property, labor, and the exploitation of the environment led to conflict. Powhatans tried to drive English out in 1622 and again in 1644, this second effort resulted in the destruction of the Powhatan empire.

5. Colony returned little to the investors - Local Indians grew tobacco - John Rolfe (who married Pocohontas) realized the value of tobacco as an export - he experimented and created a milder variety that appealed to Europeans - Tobacco proved easy to grow and generated a great deal of revenue for the colony.

6. Sir Edward Sandys and a group of investors ousted Sir Thomas Smith - ended martial law and promised a representative government (House of Burgesses) to attract wealthy speculators to develop their own estates - Land distribution - colonists who covered own expenses received 50 acre lots for a small annual rent & additional land for each servant they brought with them. This allowed some colonists to gain vast estates with a number of dependent workers. Sandys also pushed for economic diversification iron, tar, silk, glass, sugar & cotton as possibilities. - Used a lottery to finance the venture and sent thousands of new settlers to Jamestown.

7. Life in Jamestown - between 1619 & 1622, 3570 people were sent to the colony - family units rare - men outnumbered women 6 to 1 - Most were young men who came as Indentured Servants (agreed to serve master for a specified time in exchange for passage, usually the younger served longer - the hope being could eventually set up own place with land) - hard agricultural labor - masters treated servants how they wished despite legal safeguards. High mortality rate 1618 - 700 people; 3000 more sent; by 1622 only 1240 still alive - disease and bad water - also Powhatan attack 3/22/1622 killed 347 more.

8. Chesapeake Scandal - Responsibility for deaths - Sandys and supporters greedy, sent colonists without providing for housing etc. weakened by voyage, many got sick. Virginia Company officials also greedy - worked to build up personal wealth and not for the common good, grabbed many indentured servants for their own plantations. 1624 - King embarrassed by company’s mismanagement, made it a royal colony and appointed a governor and council. Virginia House of Burgesses, Hardly democratic but gave wealthy land owners a voice in government first convened in 1619, met annually without king’s approval after 1629, King Charles finally recognized it in 1639.

9. 1634 - assembly divided colony into 8 counties, each with a justice of the peace (wealthy landowner) sat as a court of law and governing body. “County Court” served as center for social, political, and commercial activities.

F. Maryland - Named for Charles’ queen - St. Mary’s - 1634 - Sir George Calvert (Lord Baltimore) secretary of state, who was a favorite of King James, declared his Catholicism in an anti-Catholic society, forced to resign but still a favorite

1. Charter granted to his son Cecilius (2nd Lord Baltimore) boundaries vague - set up as a haven for catholics who were persecuted in England and for profit - Charter was a throwback to an earlier age - transformed Baltimore into a “Palatine Lord” with almost royal powers - settlers pledged allegiance to him and not the King. Baltimore owned 7 million acres and wanted to set up a feudal society with those who bought 6000 acres as Lords of the Manor with power to set up local courts.

2. Maryland government - first elected assembly in 1635 - Baltimore only allowed his acts to be discussed, annoyed the representatives who wanted no such restrictions and parliamentary privileges. Led to 25 years of quarrels.  
 3. At first freedom of worship (needed Protestant settlers to prosper) but as more Protestant settlers came and civil war in England in which Cromwell and the Puritans gained power, Baltimore feared he would lose ownership of the colony and Catholics threatened by Protestants. Passed an “Act concerning Religion” or the Toleration Act of 1649 - which called for toleration for all Christians but death for those who did not believe in the divinity of Christ (Jewish, Atheists). Act served to protect Catholic minority.

4. Plundering Time - 1644-1646 - Puritan vigilantes roamed the countryside and even seized the government of the colony, repealed the Toleration Act, and drove Baltimore out for a while.

5. Colony made money through extensive tobacco growing and the use of indentured servants.

G. West Indies - Spain had weakened (over extension, rebellions in Dutch colonies, England able to gain control of several Caribbean Islands including Jamaica in 1655. Main crop was sugar cane - sugar caning far more capital intensive and expensive than tobacco cultivation (called “rich man’s” crop as it required land, large scale planting, labor, and mills)

1. Huge importation of slaves - 250,000 between 1640 & 1690 - whites outnumbered 4 to 1 by 1700. Barbados Slave Code of 1661 - denied slave rights, gave owners full authority including corporal punishment.

2. Smaller farmers pushed out - emigrated to Southern North American mainland bringing slaves and slave codes with them (Carolinas 1670) - West Indies became a large slave trading area.

H. Carolinas - named for Charles II - Sir John Colleton, a successful English planter, and eight powerful courtiers calling themselves the True and Absolute Lords Proprietors of Carolina received charter for land between Virginia and Florida running as far west as the “south seas” on 3/24/1663.

1. Had learned from Virginia example, did not expect instant wealth but a steady source of income from rents. Needed to recruit settlers but economy in England had improved, people were less willing to move. Travel cost also expensive so decide on a generous land policy and attempt to recruit settlers from other American colonies instead of England. These colonists had gotten used to certain rights and privileges so they demanded a representative assembly and liberty of conscience in exchange for settlement.

2. Carolina proprietors divided their grant into three jurisdictions as centers for settlement. (1) Albemarle which bordered Virginia but lacked a good deep water port; (2) Cape Fear River area; (3) Port Royal region in present day South Carolina. The proprietors thought money would roll in but few wanted to settle there. Some New Englanders came but left after seeing the area. Some of the proprietors gave up.

3. Anthony Ashley Cooper did not give up, convinced remaining proprietors to invest their own money. With this backing he sent 300 colonists to Port Royal under Joseph West. They arrived in 1670 after bad storms which left only 100 alive. Bad area prone to Spanish attacks (Catholic Spaniards did not like the Protestant Carolinas so close) so they moved north along the Ashley river and settled Charles Town (Charleston in 1783). Ashley devised the Fundamental Constitutions of Carolina creating a local aristocracy consisting of proprietors and lesser nobles. People who bought vast tracts of land automatically received a title and a seat in the Council of Nobles, designed to administer justice, oversee civil affairs, and initiate legislation. A parliament of lesser land owners had a voice and could accept or reject bills drafted by the Council. The very poor were excluded. Ashley felt this created a proper balance and reaffirmed religious tolerance but so few bought manors the councils remained a paper dream and had little impact upon the actual structure of the government.

4. Before 1680, over half had come from Barbados which had become overpopulated and provided little opportunity for sons and daughters to maintain their social status so looked to Carolinas for relief. They carved out plantations and brought gangs of slaves with them, soon became the most powerful political faction. Their slave-plantation society resembled the island societies more than the English colonies that surrounded them.

5. Economy - looked for most profitable crop, experimented with tobacco, cotton, silk, and grapes. Found success with cattle and skins (Indian trades) and even made some Indians slaves. Also dealt in tar and turpentine. By 1690 they found rice to be the most profitable and it became the main staple.

I. Georgia - settlement really an act of aggression against Spain - both countries claimed the area - South Carolinians worried about Spaniards moving into area between the Carolina grant and Florida - James Oglethorpe believed he could stop Spanish efforts and provide a fresh start for London’s poor saving them from debtors prison. 1732 - Oglethorpe and a board of trustees were granted a charter (England liked the idea of a buffer colony between English and Spanish colonies). The trustees, still in England, were given complete control over Georgia’s government.

1. People showed little interest in moving to Georgia and the trustees did little to encourage them. Each colonist received only 50 acres with an additional 50 acres for each servant transported to Georgia for a maximum of 500 acres. Eldest sons could inherit the land but if no son, ownership went to the trustees. Slavery and rum were prohibited.

2. The colonists demanded slaves to compete economically with slave holding South Carolina. The settlers twice (1738 & 1741) petitioned Oglethorpe for reforms in the colony’s constitution (especially the slavery part) Oglethorpe angered by these “idle ones.” Oglethorpe tried to capture Spanish fort at Saint Augustine but failed and lost interest in the colony. Trustees compromised their principles and eliminated the restrictions on the amount of land one could own (1738); allowed women to inherit land; permitted importation of slaves (1750); and allowed rum. 1751 - trustees turned ownership over to the king - Georgia had become a hard drinking slave owning plantation society much like that in South Carolina.

Characteristics of Plantation Colonies - Maryland, Virginia, North Carolina, South Carolina, and Georgia - economies generally based on exportation of agricultural staple crops, all had slavery, large landowners led to an aristocracy of sorts, scattering of plantations made towns, churches, and schools difficult to establish, some religious toleration with Church of England dominant.

There were 3 kinds of colonies:

1. Royal Colony - Owned and ruled by a king or queen.

2. Corporate Colony - Colony run by a joint stock company - money invested for possible profit.

3. Proprietary Colony - Authorized by a royal grant of land to a family, person, or group with power to run the colony in the name of the king who kept ownership.

H. Carolinas - named for Charles II - strong economic ties with the West Indies - continued slave trade and engaged in Indian slavery - Indians shipped to West Indies. Rice becomes big crop - Charlestown - Protestant Carolinas a sore spot for Catholic Spaniards nearby - border clashes.

Chapters 3 & 4

U.S. HISTORY - Chapter 3 notes

I. The Pilgrims

A. Early 1600’s, lived at Scrooby Manor - small group of people who believed the Church of England (Anglican Church) - retained too much of the Catholic Church so they formally left it- statutes required citizens to attend Anglican services so they moved to Holland in 1608 - 09 - and became known as the Separatists.

- They didn’t want their children to become Dutch.

B. They got a patent to sail to America from the Virginia Company but had to find financial backing, which they got from a group of investors not very interested in separatist movement. They stopped in London for supplies and laborers and set out in 1620.

C. They sailed on the Mayflower, their patent was for an area of land in Virginia, There was a storm, they made a mistake and ended up in New England. Their patent wasn’t any good there, in fact, the rights belonged to another company.

1. They landed in Plymouth on Cape Cod - Before they left the ship, the settlers drew up a voluntary agreement, The Mayflower Compact. They all agreed to obey the laws of the colony - Consent of the Governed.

2. About 1/2 of the first 102 people died in the first few months, disease and hunger, and took twenty years to pay off their debts. They relied heavily on livestock and grain production.

3. William Bradford became the governor - Story of the colony - Plymouth Plantation. - saved the colony - built small farms - the colony survived and was later absorbed into the Massachusetts Bay Colony.

II. The Puritans

A. Believed God predestined some people to salvation and damned others throughout eternity.

1. Sought reform in government and the Church of England (because of too much Catholic contact). The English Government persecuted them.

2. In 1629 - The Massachusetts Bay Colony obtained a charter from the king who thought it was a business venture. Cambridge Agreement - Loophole - meetings of the stockholders could be held in America which meant no interference from the king.

3. Between 1630 and the early 1640’s, 16,000 arrived in the colonies. They moved to the colony in family groups (nuclear families) which meant a balanced sex ratio. (This was different from the earlier settlement at Jamestown where people moved as individuals and were primarily men) - People survived better than in any other colonies.

4. They were bound together by a common sense of purpose.

Called “The City on the Hill” and was to be a beacon of righteousness.

5. There was no formal Separation of Church and State, church and state laws were the same - John Winthrop was the governor - used the courts to mediate differences. Congregationalism - had not left the English Church like the Puritans - sought change from within - set up each village church independent from outside influences, no bishops, would follow God’s law. Churches were voluntary - did not have to join but were compelled to attend. The government was supposed to set up a business venture but instead worked toward colonial government. Category of “Freeman” extended to all adult males who became members of the Congregational Church - meant 40% could vote - they voted for governor, Court of Assistants, deputies, and military officers - Not a true democracy or theocracy - officials did not believe they represented the voters but responsibility as rulers were to God. Ministers had no formal political authority and could not run for civil office - Meeting Houses and towns were centers for settlement.

6. Lawes and Liberties - The first alphabetized code of laws printed in English. Explained the rights and responsibilities for citizens of the Commonwealth.

7. They insisted that God had formed a special covenant with the colony expecting them to live according to scripture.

B. They were intolerant of those who spoke or acted against the colony. People who did were often exiled.

1. Roger Williams - He felt the Bay Colony was still too impure, they should leave the Church of England. God, not men should punish for religious beliefs.

- Also said that the king had not bought the land from the Indians so they had no real right to it.

- He was banished and started a village at Providence, Rhode Island.

2. Anne Hutchinson - Antinomianism

- Said the ministers had lost touch with the “Holy Spirit” and were not much better than the Anglicans

- She claimed divine inspiration, General Court questioned her and when she claimed spirit could exist without moral law, she was banished to Rhode Island.

**C. Massachusetts Bay spawned 3 new colonies**

**1.** New Hampshire (Exeter) - 1638 - Leader was John Wheelwright - Proprietary but became a royal colony in 1679 - Reason for colony was expansion from Mass. Bay, remained dependent on the Mass. Bay colony.

2. Rhode Island (Providence) - 1636 - Leader was Roger Williams - became a corporate colony in 1643 - Reason for settlement was Williams founding his own settlement after being exiled - religious freedom. Colony was made up of exiles.

3. Connecticut (Hartford) - 1636 - Leader was Thomas Hooker - became a corporate colony in 1643 - People moved here by choice looking for more land for agriculture - colony was similar to the Massachusetts Bay Colony. 1638 - New Haven - settlers wanted their own Puritan Commonwealth and a closer relationship between church and state than found in Mass. Bay; never eally prospered and absorbed into CT. colony in 1662.

4. 1638-39 - river towns (Hartford, Wethersfield,Windsor) created the first written constitution in America. The Fundamental Orders of Connecticut - set up government and elected assembly in CT.

D. New England Colonies of the 17th Century

1. Families and Social Order - believed God ordained families for human benefit and maintainence of social order- patriarchical - father made all important decisions and had authority and unquestioned obedience. Unlike Virginia, they had come in nuclear families - eased shock of new existence - ratio was 3 men to 2 women - people could expect to marry and start own families - 1630’s and 1640’s about 20,000 people moved to New England - After English Civil War (@1642) immigration greatly reduced, but by end of 17th century, 120,000 population in new England - reason lay in great survival rate, longer lives, 20% reached 80.

2. A Society of Families - most married but needed land to survive. Towns were really collections of families where the founders dominated local politics & economics for several generations. New comers often moved out of town while sons and daughters of the families remained. Families intermarried and created a kinship network. Men were expected to buy land while potential brides were expected to bring a dowry of at least half of the husband’s wealth. Singles were suspect and faced hardship because of the amount of work required, agrarian society that had to trade for metal goods.

3. Congregational Churches - sons and daughters of full members could receive baptism but were later unable to prove their own elections but still wanted their children baptized. Synod - gathering of church leaders adopted the Half-Way Covenant (1662) which allowed grandchildren of persons in full communion to be baptized even though their parents could not demonstrate conversion. Growing obsession with families (tribalism) led Churches to become more concerned with spiritual needs of certain lineages than reaching out to other Christians.

4. Education - primarily a family responsibility to instruct children in Christian doctrines so it was necessary to teach reading and writing. 1647 - legislature ordered towns containing at least 15 families to open an elementary school supported by taxes. Villages of 100 or more had to maintain a more advanced system which taught a basic Latin curriculum. The family based system worked as most could read and write (Chesapeake area took another century) literacy rates for women were slightly lower. They set up Harvard College, originally to train ministers (over 1/2 did become ministers) and later Yale in 1702. Curriculums included logic, rhetoric, divinity, and several ancient languages.

5. Women - often worked alongside husbands - not the frail image often portrayed. Women did have separate tasks but success relied on everyone’s efforts. Some women peddled birds - “Deputy Husbands” - women also joined churches in greater numbers. Women had no control over property although their husbands could sell their holdings without her permission. Divorce extremely difficult to obtain, no matter what the situation, so women had to accept situation or run away.

6. Rank and Status - hierarchical view - God intended those on top to rule - Mass Bay and CT passed sumptuary laws (statutes that limited the wearing of fine apparel to the wealthy and prominent to curb the pretentions of those in lower social classes).

7. Early contact (probably English fishermen) led to disease killing over 3/4 of the native people(coastal tribes). Unable to resist, tribes at first sought peace with the settlers. As English colonies spread rapidly, confrontations occurred and war broke out between the the New England settlers and Pequot Indians. In 1637 on CT’s Mystic river, English and Narragansett Indian allies slaughtered a Pequot village ending the Pequot War. Puritans made some attempt at converting the remaining Indians to Christianity but few were converted into Puritan “praying towns.” Indians had to creat an alliance among tribes to stop English settlement. 1675 - Metacom, King Phillip, Massasoit’s son, created an alliance and began attacking Puritan settlements as hundreds died on both sides. This war with the Wampanoag Indians and their leader Metacomet (King Phillip, whose wife and son were sold into slavery) ended when King Phillip was captured and killed.

8. Seeds of Unity - 1643 - 4 colonies allied to form the New England Confederation. England busy so they had to help themselves with regard to defense against the Indians, French, and Dutch. Two Massachusetts colonies (Plymouth & Mass. Bay) and two CT colonies (New Haven and River settlements), Maine and Rhode island blackballed, worked on intercolonial matters including runaway servants and criminals and although weak, functioned in a fairly independent manner. New King Charles II decided to exercise authority over the colonies who had become used to independence and were defiant. The King punished the most defiant, Mass. Bay, by granting charters and rights to surrounding colonies and finally revoked their charter.

9. Dominion of New England - created by Royal authority in 1686 - all of new England and later New York and East and West Jersey - Meant to improve defense of colonies and more importantly, control with regard to the Navigation Acts which were designed to make the colonies dependent on England, colonies could only trade with England, no foreign countries allowed. Sir Edmund Andros was placed in charge. He was friendly with the Church of England and his men were profane and lacked puritan morality which angered the colonists. He ruled ruthlessly imposing taxes, restricted the courts, press, and schools, outlawed town meetings, and abolished elected assemblies.

10. Glorious Revolution - 1688 - the ruling class of England deposed Catholic King James II and placed his daughter Mary and her husband William of Orange on the throne as joint monarchs. As part of the settlement, William and mary accepted the English Bill of Rights (which stipulated the constitutional rights of all Englishmen). Andros was immediately overthrown in Massachusetts and jailed. The popularity of the Glorious Revolution in new England meant no one was coming to Andros’ aid. William III could have called the Massachusetts colony rebels but lobbying by Increase Mather convinced William to abandon the Dominion of New England and grant Massachusetts a new royal charter in 1691. The new charter called for the king’s selection of the governor (no longer elected by freeman vote), Membership in General Court by election which would then select members of the upper council subject to the governors veto. Voting rights were based on property rather than church membership and was still restricted to males.

E. Life in the Southern / Plantation Societies

1. Settlers did not arrive in family units - most came as young, unmarried servants who had been poor to middle class farmers. 70-85% of those who traveled to Maryland were not free but were indentured owing service from 4-5 years (if 15 or under generally 7 years) to repay their cost of passage. Most were 18-22 year old males. - Many died soon after arriving, primarily from disease (Malaria) and salt in the drinking water. High mortality rates, Chesapeake males life expectancy was 43, for women it was lower. 25% of all children died in infancy and another 25% did not see their twentieth birthday. Many were left weak or ill and unable to perform hard labor. Where women in New England married fairly young and had many reproductive years, women in the Chesapeake had to wait until their terms of indenture were finished meaning late marriage and fewer reproductive years and the unbalanced sex ratio meant many males could not find wives with which to start families. Marriages usually lasted less than 7 years because of the death of one partner, children not only didn’t meet grandparents but often didn’t know one or both parents. Lots of remarriage but continual lack of security. Women had the advantage in marriage, regardless of looks, personal holdings, or personal morality, they could expect to find husbands. Some bargained to improve their social position. Women faced trouble however in the exploitative nature of the servant-master relationship and the high mortality rate that accompanied child birth.

2. Rank and Status - Those who survived grew as much tobacco as possible - led to inequality as some planters amassed large fortunes while others barely got by. Labor was the key difference as one had to control the labor of men and women, more workers meant larger harvests. Free men did not want to grow another person’s tobacco so they relied on non-free white, black, and Indian laborers. This reliance led to an effort to bring as many non-free laborers as possible and bringing them into various degrees of dependence. - Early on, great planters dominated Chesapeake society but not permanently as many died before they could secure their status or returned to England glad to be alive. More permanent status did not occur until the 1650s and was usually obtained by sons of artisans and merchants. These ambitious men arrived with capital and immediately sought the best tobacco growing land and as many laborers as possible. they did not possess hereditary titles but gave themselves military titles, and became local judicial, political, and church leaders. These families intermarried and created a class of landed gentry.

3. Freemen - formed the largest class in this society. Most came as indentured servants and managed to stay alive. Most lived on the edge of poverty as few were able to become great planters. Still most were better off than they would have been in England but there was a large economic division between the landed gentry and the rest of white society.

4. Indentured Servants - Not meant to be demeaning as they would be free once their term of service was up. However, masters who bought servants weren’t concerned if their servants had food, clothing, or training. Led to fear of revolt amongst the upper class.

5. Social Mobility - Until the 1680s, fairly easy for an individual just arriving with enough capital to join the planter elite. After 1680, life expectancy and mortality rates improved and many important leadership positions went to those born in America. Before this many of the immigrant elite died without heir or returned to England. Indigenous leadership led to political and cultural stability. “Emergence of a Creole majority” founded William & Mary College (1693) and built a new capitol in Williamsburg. The key to success was slave ownership. Those who owned more slaves could grow more, make more money, and buy even more slaves. Opportunities for Free men declined as the gentry consolidated its control of economic, political, and social institutions leading many free to migrate to Pennsylvania, North Carolina, or Western Virginia. The Chesapeake region lacked the social institutions of New England as they did little to establish education (elementary schools) and many of the gentry sent their children to England to be educated. In New England towns were important but in the Chesapeake, the scattered nature of plantations, often miles apart, and the fact many traded directly with England did not encourage or create a need the establishment of towns or town life outside of the centers of colonial government (Jamestown, later Williamsburg in VA & St. Mary’s, later Annapolis in Maryland).

6. Bacon’s Rebellion - Dissatisfaction amongst free men (lack of land and inability to start families) Virginia assembly disfranchised most of these “rabble” in 1670. Nathaniel Bacon (planter) led frontiersmen resentful of Governor Berkeley’s overly friendly policies toward indians (he monopolized the fur trade), after an Indian attack and Berkeley’s failure to respond, Bacon and others attacked Indians and chased Berkeley from Jamestown and went on a plundering rampage. Bacon and many others died from disease and berkeley struck back hanging more than twenty of the rebels. Rebellion caused fear in Virginia as tension rose between rich and poor (landless).

F. Slavery has been around for thousands of years - peoples defeated in battle often became slaves. 15th century; European “discovery” of Africa.1400’s to 1850 - approximately 15 million people were taken from western Africa.

1. When Spain and Portugal arrived in the New World, they first attempted to use Native-Americans as slave labor. This practice failed because of (1) the decimation of the native peoples due to disease, (2) the fact that escape was fairly easy because a native who took off could blend in with surrounding tribes and knew the language and the land. The Europeans found a new source of slaves in Africa. Africans accompanied such explorers as Columbus, Pizarro, Cortes, and Balboa on their expeditions to the new world. By 1600 there were almost 1 million slaves in Latin America. By 1700 there were 28,000 slaves in the American colonies. In the year 1740 slaves already comprised 40% of Virginia’s population. By 1790 there were 757,000 slaves, making up almost 20% of the total population, fewer than 10% were free.

2. In America, Indentured Servants (Bondsmen) were used. These were whites who had agreed to generally serve several years as laborers in exchange for passage from Europe to the Americas. However, many found escape easy as they were able to lend in and knew the language. So a new labor force was sought that would be easier to control.

3. Agricultural economy was based on physical labor, it was Labor-Intensive. The North was industrial and Capital-Intensive, based on machinery and investment. Slaves were totally considered property like any other property and were considered tools.

4. How were slaves obtained?

a) Capture by slavers.

b) Enemy tribes - either capture or helped the slavers.

c) Sold or traded by their own countries (slavery was thought of differently in Africa).

5. Slaves were obtained by both European and African people for sending abroad. - Slavers felt they were doing the slaves a favor. a)Because;

1. Brought them Christianity

2. Saved them from themselves - Cannibalism (Not true but what the slavers believed).

6. These people felt that slaves were inferior racially and were suited to slave labor. misconception: strong but dumb.

Slaves were totally considered property - treated any way their master wanted - no rights - could be sold or traded like any other property.

After capture or trade; The Middle Passage - The voyage by ship to the New World.

7. Triangle Trade - involved the West Indies, Africa, and British colonies in America; Rum from the colonies in exchange for gold and slaves in Africa, Slaves exchanged for molasses, sugar, and money in the West Indies. Molasses and sugar were used to make rum in the colonies.

8. The Middle Passage was harsh and cruel.- Starvation - Body positions - Disease - No facilities for seasickness or waste - Dark and little fresh air in the holds of the slave ships, heavy chains- many sores and injuries.

Some slaves did revolt but if they were successful, then what? No experience sailing or navigating.

Slaves were cleaned on the ships with salty sea water (painful) Over 1/3 died en route.

Slave ships were often overloaded - loaded in 2 ways;

A) Tight Pack - more slaves loaded into ships but more died.

B) Loose Pack - Fewer slaves loaded into ships and a smaller percentage died.

9. Upon arrival, they were prepped for sale. Sores and injuries were covered up, they were cleaned up some, if they were too active they were given something to calm them down and vice versa.

They would often be forced to dance, disrobe, and undergo humiliating examinations by potential buyers.

- Slaves were considered dumb because they couldn’t understand what they were being told, they were told in English.

- Gaining freedom was difficult - totally different from indentured servants who served for a specific period of time.

10. Slaves could fight back through

1) Revolt - rise up and kill their masters (Usually didn’t work) ie. Nat Turner rebellion - August 22, 1831 - Southampton County Virginia - believed that God had given him a sign that it was the time to strike for freedom. He led a few followers and rallied more as he went from plantation to plantation killing nearly 60 whites, lasted about 48 hours, theslaves were captured and executed.) When revolts did occur, other slave owners would often crack down on their slaves fearing a revolt of their own.

2) Escape - success depended on location, area, Underground Railroad. Fugitive Slave Law

3) Civil Disobedience - Refuse to obey

4) Work slowdown or stoppage

5) Sabotage - Break or damage equipment.

Slaves were not allowed to learn how to read or write (Might read something and get ideas or might find out that slavery wasn’t everywhere) and given very little chance to see life outside of the plantation (Might figure out which way was north or find ways or help in escaping).

History was passed down through oral history in the form of stories, songs, poems, etc.

Manumission - slaves purchasing their own freedom.

G. Middle Colonies

1. New York (originally New Netherland) - 1624 - Leader was Peter Minuit (Dutch) - Proprietary colony in 1663 but became royal colony in 1685 - Henry Hudson (hired by Dutch company) explored the N.Y. area - First settlers were Dutch employees of the expected to gather furs for the Dutch West India Company who sponsored two settlements, Fort Orange (Albany) and New Amsterdam (New York City) - heterogenous, mix of many nationalities - The settlers suffered from poor leadership, no representative assemblies and autocratic methods employed by the Company. 1664 - England looked for an easy victory over an economic rival and got it. Peter Stuyvesant, the last director-general for the Dutch had tried to rally the inhabitants to fight the English but no one obeyed. Dutch were allowed to stay after accepting the Articles of Capitulation which generously allowed them to keep their property. New York area (and Maine, Martha’s Vineyard, Long Island and Nantucket) were given to James, Duke of York by his brother, Charles II, but James mishandled the area. He opposed a representative assembly. Governor Richard Nicholls (who had defeated the Dutch) tried to appease the colonists in 1665 by passing a legal code known as the Duke’s Laws which guaranteed religious toleration and created local governments. Nothing was said about elected assemblies or democratic town meetings. Puritans in the area protested this and the taxes they had to pay. The Dutch (Dutch Reformed Calvinist) kept to themselves as New york became what it was under the Dutch company, a group of independent communities with poor central leadership.

2. New Jersey - 1664 - Leaders were John Lord Berkeley & Sir George Carteret - named after Carteret’s birthplace, the Isle of Jersey in the English Channel - Proprietary from 1663 but became royal colony in 1702 - This area was given to its leaders by James, Duke of York and was originally part of New York. This was the mistake made by James (everyone went crazy when they found out he did it.) No one was sure who owned what. Governor Nicholls of New York had sent settlers there from New England with the promise of an elected assembly and liberty of conscience in exchange for a small annual payment to the Duke. Carteret and Berkeley did the same thing but expected to coolect rents. Both sets of colonists argued that their sponsor authorized the assembly but both were wrong as the government was actually the Duke’s responsibility which he ignored. Berkely grew tired of the problems and sold his share to a group of Quakers leading New Jersey to be split into East Jersey (Carteret) and West Jersey (Quakers) Neither side prospered. In 1677, the Quakers in West Jersey issued a democratic plan of government the Laws, Cocessions, and Agreements. Then turned to intense infighting that William Penn could not even settle so he turned his attention to unclaimed territory across the Delaware River. The West Jersey proprietors went bankrupt and in 1702 the Crown reunited the 2 halves of New Jersey. Lacking a deep water harbor, New Jersey was never able to compete economically with New York City or Philadelphia.

3. Pennsylvania (Philadelphia) - 1682 - Leader was William Penn - Proprietary colony - Was set up as a religious refuge for the Quakers - Believed in an extreme form of Antinomianism - They were known as “Friends” and were pacifists. Believed one person’s interpretation of scripture was as valid as anyone else’s. Everyone possessed an “Inner Light” if they just looked hard enough for it. Quakers practiced humility, wore simple clothes and used old fashioned forms of address. They preached openly and were often persecuted and even executed in England and New England. This colony was to be a “Holy Experiment”, Penn set forth his ideas in the Frame of Government as his charter allowed him to set up any government he wished. He sought freedom of conscience, freedom from persecution, Due process, no taxation without representation, and fair treatment for the Indians. His Frame of Government called for a governor appointed by the proprietor, a 72 member Provincial Council to initiate legislation, and a 200 person assembly that could accept or reject bills. The rich would be represented by the Council while the less well off were represented by the Assembly. Penn worked aggressively to attract colonists (England, Ireland, and Germany) opened the door to all nations and people. The government parts fought over who could initiate legislation, wealthy Quakers from Philadelphia dominated the Council while the Assembly was filled with men from rural areas and the 3 lower counties (later Delaware) with little interest in the Holy Experiment. 1684 - Penn had to return to England to defend his Charter against the Baltimore’s who claimed much of Pennsylvania was in Maryland. While he was gone, Pennsylvania prospered but political factionalism divided the colony. In 1701, Penn again had to go to London but signed the Charter of Liberties before he left. This established a unicameral legislature (one house) and gave the representatives the right to initiate bills. The Assembly could act without proprietary interference and provided for the political separation of the 3 lower counties (Delaware) which the inhabitants wanted. This document served as Pennsylvania’s constitution until the American Revolution.

4. Delaware (Wilmington) - 1638 - land was included in Penn grant but later separated from Pennsylvania - Leader was Peter Minuit (now working for the Swedish) - Proprietary colony in 1682 - set up for trade and agriculture.

Mercantilism - System in which a country sets up colonies in order to gain more wealth, power, and self-sufficiency than her rivals.

Chapter 5

Great Awakening – 1730s-40s – American clergymen viewed a slackening of religious values in increasingly prosperous young America. As colonial economies improved, many Calvinist ministers watched with dismay as their congregations, once fully dedicated to the Sabbath practices of their Pilgrim and Puritan forebears, turned to earthly pursuits like real estate speculation, slave trading, the rum business, and other profitable enterprises. Also Enlightenment ideas about reason and science were shaking the ancient traditions of religious philosophies. George Whitfield arrived in 1739, powerful emotion charged sermons. Jonathon Edwards – grace or salvation only given to the “elect” – “Sinners in the Hands of an Angry God”.

Terms Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Term Definition Significance

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| --- | --- | --- |
| Christopher Columbus |  |  |
| Colombian Exchange |  |  |
| Disease Impact on Native Population |  |  |
| Treaty of Tordesillas |  |  |
| Conquistadors |  |  |
| Encomienda System |  |  |
| Bartolome De Las Casas |  |  |
| Pueblo Revolt - Pope's Rebellion |  |  |

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| --- | --- | --- |
| Hernan Cortes |  |  |
| Francisco Pizarro |  |  |
| Pilgrims (Separatists) |  |  |
| Mayflower Compact |  |  |
| William Bradford |  |  |
| John Winthrop |  |  |
| Massachusetts Bay Colony |  |  |
| City Upon a Hill |  |  |
| Roger Williams - Rhode Island |  |  |

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| --- | --- | --- |
| Anne Hutchinson |  |  |
| Salem Witch Trials |  |  |
| Halfway Covenant |  |  |
| Pequot War |  |  |
| William Penn - Quakers – Pennsylvania  Holy Experiment |  |  |
| Beaver Wars |  |  |
| New England Confederation |  |  |
| King Phillip’s War |  |  |

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| Lost Colony of Roanoke |  |  |
| Joint Stock Company |  |  |
| Jamestown |  |  |
| John Smith |  |  |
| Starving Time |  |  |
| John Rolfe |  |  |
| Tobacco Farming |  |  |
| Virginia House of Burgesses |  |  |

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| --- | --- | --- |
| Indentured Servant |  |  |
| Headright System |  |  |
| Bacon’s Rebellion |  |  |
| Powhatan Wars |  |  |
| Beginning of slavery |  |  |
| Triangle Trade |  |  |
| New York - Dutch |  |  |
| Maryland  Lord Baltimore |  |  |

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| --- | --- | --- |
| Act of Toleration 1649 |  |  |
| Founding of Carolinas |  |  |
| Barbados Slave Codes of 1661 |  |  |
| Founding of Georgia |  |  |
| Stono Rebellion |  |  |
| First Great Awakening |  |  |
| Jonathan Edwards |  |  |
| "Sinners in the Hands of an Angry God" |  |  |

|  |  |  |
| --- | --- | --- |
| George Whitefield |  |  |
| Mercantilism |  |  |
| Mercantilism |  |  |
| Molasses Act |  |  |
| Dominion of New England |  |  |
| Edmund Andros |  |  |
| Glorious Revolution |  |  |
| Salutary Neglect |  |  |