

CHAPTER 2

Planting of English America, 1500–1733

1. England's Imperial Stirrings (pp. 25–28)

a. The introduction notes that three major powers planted their flags in what would be the U.S. and Canada within three years of each other: the Spanish at _____ in 16____, the French at _____ in 16____, and the English at _____ in 16____. The Protestant English Queen _____ ascended the throne in 1558 and intensified the rivalry with Catholic Spain. She dispatched semipiratical “sea dogs” such as Francis _____ and encouraged the ultimately failed attempt by Sir Walter _____ to establish a colony on Roanoke Island in 1585. When England defeated the Spanish _____ in 1588 and ultimately signed a peace treaty with Spain in 1604, the English people were poised to begin planting their own colonial empire.

b. The last paragraph of this section talks about the essential preconditions for English colonization in the early 1600s. What do the authors say was responsible for each of the following?

- (1) creating the opportunity:
- (2) providing the colonists and workers:
- (3) providing the motivation:
- (4) securing the financial means:

2. Virginia (pp. 28–33)

a. The form of organization of the various English colonies is important. The Virginia Company is described as a joint stock company. What is a joint stock company? *** Do you think it's any different from today's corporate form of business organization? Was it designed to win territory for the crown or profits for its investors?

b. Why do the authors say that the charter of the Virginia Company is important to American history?

c. What is the connection the authors make between the results of the Second Anglo-Powhatan War in 1644 and future American policy toward Native Americans?

d. List one or two positive and negative consequences of the European incursion on Native American populations:

Positive

Negative

e. List two negative consequences of Virginia's reliance on tobacco as its staple crop:

- (1)
- (2)

f. Limited self-government was allowed in Virginia in the form of the House of _____, established in 16____.
*** Why do you think the authors imply on p. 33 that the British crown eventually came to regret the establishment of such “mini-Parliaments?”

3. Maryland and the Southern Colonies (pp. 33–41)

a. List two things you found interesting about the “Catholic Haven” of Maryland:

(1)

(2)

b. Huge plantations producing _____ dominated the British West Indies. They were worked by African _____ that eventually came to outnumber Europeans four to one. This slave-based plantation agriculture model was transplanted into the Carolinas around 1670 by a group of displaced settlers from Barbados.

c. How could a relatively small number of Europeans have forced perpetual slavery on so many Africans? Look at the excerpt from the Barbados Slave Code (p. 36) that formed the legal basis for slavery in America:

(1) What were the legal rights of slaves relative to their masters?

(2) *** What underlying mental assumptions or rationales do you think could have led people of that time to enact such a code?

d. List one or two distinguishing characteristics that you found interesting about:

(1) South Carolina:

(2) North Carolina:

(3) Georgia:

e. What are the distinguishing characteristics of the southern colonies discussed in the last section of this chapter?

(1) Economic:

(2) Social:

(3) Religious:

CHAPTER 2 TERM SHEET

Planting of English America

Pages 25–28

Queen Elizabeth I

Sir Francis Drake

Sir Walter Raleigh

Philip II/Spanish Armada (1588)

English “enclosure” of cropland

Laws of “primogeniture”

“Joint-stock companies”

Pages 28–33

Virginia Company of London

“Charter” of the Va. Company

Jamestown, Va. (1607)

Capt. John Smith

Pocahontas

John Rolfe

Lord De La Warr

Anglo-Powhatan Wars (1614, 1644)

House of Burgesses (1619)

Pages 33–41

Lord Baltimore (1634)

Maryland “Act of Toleration” (1649)

Barbados Slave Code

Charles II/Restoration (1660)

South Carolina

North Carolina

Georgia/James Oglethorpe (1733)

Iroquois Confederacy

CHAPTER 3

The Northern Colonies, 1619–1700

1. Puritanism and Pilgrims (pp. 43–46)

a. In the introduction, the authors point out the differing motivations for colonization. If acquiring worldly riches was the main motivation in the southern colonies, _____ was the main motivator for people going to New England. Based on the teachings of John _____ of Geneva, what were the main elements of Puritan theology?

(1) Relation of God to man:

(2) Good works vs. predestination:

(3) Signs of conversion, grace, membership in the “elect” :

(4) “Visible saints” only as church members:

b. What were the Puritans trying to “purify”?

c. *** What do you think of Puritan theology? How does it compare with other religions with which you are familiar?

d. The Pilgrims were _____, i.e., they wanted to split from the Church of England, not continue trying to reform the Church. A small group who had settled in Holland left for America aboard the _____ in 1620. What do the authors say is the significance of the Mayflower Compact?

e. What eventually happened to the small Plymouth Colony in 1691?

2. Massachusetts Bay Colony (pp. 46–49)

a. If, contrary to the Pilgrims, the Massachusetts Bay Puritans were nonseparatist (i.e., not in favor of breaking with the Church of England), what motivated their mass exodus to the New World beginning in 1629?

b. What did Governor John _____ mean when he said that the new Bay Colony would be “as a city upon a hill”?

c. Who had political power in the colony? Did the Puritans believe in the separation of church and state?

d. *** Do you agree that Massachusetts had little choice but to expel Anne Hutchinson and Roger Williams lest they “pollute the entire Puritan experiment”?

e. What is the most distinguishing characteristic of Rhode Island?

3. New England Spreads Out (pp. 49-56) Look at the map on p. 49. People from Massachusetts Bay spawned four new colonies, three to the south and one to the north. They were: _____, _____, _____, and _____. Read the section on the decimation of native populations through disease and wars such as the _____ War (1637) and King _____ War (1675). *** What thoughts do you have about these early encounters between Indians and Europeans? Could things have been done differently? Was conflict inevitable?

4. New Netherland/New York (pp. 56-59) The Dutch staked their claim in the New World through the explorations of Henry _____, in the employ of the Dutch East _____ Company. The city of New _____ was established as a trading post and Dutch families built feudal estates up the _____ River Valley. The able governor Peter _____ solidified the Dutch position, but the British took over the colony and renamed it New _____ in 16____. (Note that the Dutch heritage is still evident in the Hudson River Valley and we owe our heartfelt gratitude to the Dutch for leaving us with Santa Claus, Easter eggs, and sauerkraut.)

5. Pennsylvania and the Middle Colonies (pp. 59–63)

a. List two distinguishing beliefs of the Quakers:

(1)

(2)

b. What was the objective of William Penn in founding the colony in 1681?

c. The Quakers tried out a rather novel and enlightened approach to the native populations. What do the authors mean when they say that “Quaker tolerance proved the undoing of Quaker Indian Policy”?

d. List two distinguishing characteristics of the “Middle Colonies” (N.Y., N.J., Del., Pa.):

(1)

(2)

VARYING VIEWPOINTS

Europeanizing America or Americanizing Europe?

1. Concentrate on the first two paragraphs and the final paragraph of this section. They are important in emphasizing that history is anything but static—that historical interpretation is constantly evolving as new research is completed and as new perspectives are developed. Based on these few paragraphs, see if you can summarize the perspective that your parents and grandparents might have found in their U.S. history textbook as compared to the perspective that you will expect to find in the remainder of this text:

(1) Parents/Grandparents:

(2) Current Perspectives:

2. Look over the following quotes from two prominent historians of the colonial period. *** In telling the story of early European interaction with native populations, would you say that the authors tend to be closer to the interpretation of Wertenbaker or that of Nash? What evidence did you find in the first three chapters for your view?

“The most stupendous phenomenon of all history is the transit of European civilization to the two American continents. For four and a half centuries Europeans have been crossing the Atlantic to establish in a new world their blood, languages, religions, literatures, art, customs. This movement, involving many nations and millions of men and women, has been termed the expansion of a new Europe in America.”

Thomas J. Wertenbaker, *The Founding of American Civilization* (1938)

“The cultures of Africans and Indians—their agricultural techniques, modes of behavior, styles of speech, dress, food preference, music, dance, and other aspects of existence—became commingled with European culture. . . . A New World it is . . . for those who became its peoples remade it, and in the process they remade themselves, whether red, white, or black.”

Gary Nash, *Red, White, and Black: The People of Early America* (1974)

CHAPTER 3 TERM SHEET

The Northern Colonies

Pages 43–46

Protestant Reformation

John Calvin

Church of England (1530s)

“Puritans”

Pilgrims

Plymouth Colony

Capt. Myles Standish

Mayflower Compact

William Bradford

Pages 46–49

Massachusetts Bay Colony (1629)

“Great Migration” (1630s)

John Winthrop

“Freemen”

Congregational Church

John Cotton

Anne Hutchinson (1638)

Roger Williams

Rhode Island

Pages 49–56

Pequot War (1637)

King Philip’s War (1675–1676)

New England Confederation (1643)

English “Restoration” (1660)

Bay Colony Charter Revocation (1684)

Dominion of New England (1686)

Navigation Laws

Sir Edmund Andros

“Glorious” Revolution/William and Mary (1688–1689)

Pages 56–59

Dutch East India Company

Henry Hudson

New Netherland (1623–1624)

New Amsterdam

Peter Stuyvesant (1655)

New York (1664)

Pages 59–63

Society of Friends/“Quakers”

William Penn

Pennsylvania (1681)

The middle or “bread colonies”

Benjamin Franklin

1. Chesapeake Colonies (pp. 66–70)

a. Read the first section about the diseases, high mortality rates, and predominantly male society that evolved in the Chesapeake colonies. *** If you are male, would you have been motivated to leave England for this environment? If you are female, would you have considered emigrating? Why or why not?

b. What were indentured servants and why were they needed in the tobacco economy?

(1) Definition:

(2) Need:

c. What was the headright system and how did it lead to the formation of an aristocratic landowning class?

(1) Definition:

(2) Effect:

d. Look over the indenture contract on p. 69. What would have motivated people to sell themselves into this type of indentured servitude?

e. How was Bacon's Rebellion of 1676 an example of the consequences of too many ex-indentured servants and the conflict between the backcountry and the tidewater elite?

2. Colonial Slavery (pp. 70–73)

a. With about _____ million Africans transported to the New World, the slave trade must have been a huge business—and a business conducted without much if any visible popular objection. Look at the chart on p. 70 and note that only about _____ percent of the slaves sent on the dreaded “Middle _____” actually ended up in British North America. What happened in the 1680s to drastically increase the flow of slaves into the American colonies?

b. The authors conclude the section by noting that “slaves in the South proved to be a more manageable labor force than the white indentured servants.” *** What ideas do you have about why this might have been the case?

c. Read the insert section about Africans in America. What two elements of the emerging African-American culture and religion impressed you the most?

(1)

(2)

3. Southern vs. New England Society (pp. 73–78) Read these two sections and list a few of the contrasting characteristics of Southern vs. New England society. (Note that many of these distinctions constituted the seeds of future discord and many of them persist to this day.)

Virginia and the South

New England

4. Evolving Life in New England (pp. 78-83)

a. How do the authors say that Puritanism changed over the course of the 1600s? *** Do you see any connection between these changes and the Salem witch hysteria of 1692–1693?

b. What are two of the things the authors list at the end of the chapter as shaping the “Yankee” character of New Englanders?

(1)

(2)

c. What were the contrasting views of land ownership (p. 81) held by Europeans and Native Americans? *** Do you have a view on this?

(1) Native Americans:

(2) Europeans:

(3) Your View:

CHAPTER 4 TERM SHEET

Seventeenth-Century American Life

Pages 66–70

Indentured servants

“Freedom dues”

Headright system

William Berkeley

Bacon’s Rebellion (1676)

Pages 70–73

“Middle Passage”

Slave codes

Pages 73–78

“First Families of Virginia”

Pages 78–83

Congregational Church

“Half-Way Covenant”

Salem witch trials (1692)

Leisler’s Rebellion (1689–1691)

1. Population Portrait (pp. 84–87)

a. Although the population of the thirteen colonies was growing rapidly, it amounted to only ____ million by 1775—about the same as the cities of Cleveland, Miami, or Seattle today. The largest city, _____, had only 34,000 inhabitants. Look at the map of immigrant groups on p. 85. Where are the following groups congregated?

(1) Germans:

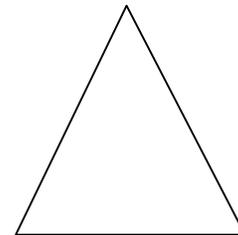
(2) Dutch:

(3) Scots-Irish:

(4) Africans:

b. Who were the Scots-Irish and why did they head for the backcountry? (**Note: This is an important group. It has links to the current troubles in Northern Ireland. This group will come to power under Andrew Jackson in the 1830s. Its descendants still dominate the rural south and the backcountry to this day.**)

2. Colonial Social Structure (pp. 87–91) The authors emphasize the fluidity of the colonial social structure—i.e., for those not enslaved, it was relatively easy to move up the ladder. However, as you read this section, draw lines across the pyramid diagram to the right and identify the layers of society—who was on top, in the middle, and on the bottom and what were the relative sizes of these groups? (**It might be interesting to compare this with a similar diagram you might construct of society today!**)

**3. Economics (pp. 91–94)**

a. ____ percent of the American population was involved in agriculture. Look at the map on p. 91. What were the principal crops produced in each of the following regions?

(1) the North:

(2) the Chesapeake region:

(3) the deeper South:

b. The North was well situated for the ocean trade that was the leading business in most cities. What was the triangular trade described on pp. 91–92? (**Note that the term “Middle Passage,” referring to the transport of slaves to America, is part of this triangular trade.**)

c. Page 93 refers to passage of the _____ Act by the British in 1733. *** Why do you think the British wanted to keep the Americans from either selling to or buying goods from anyone but themselves? (Note: This is an introduction to the Mercantile Theory, i.e., colonies exist for the economic benefit of the mother country, that will be further discussed in Chapter 7.)

d. What is the point the authors are trying to make on page 94 by comparing Franklin's journey to Philadelphia to the travels of Julius Caesar? (In an age of instant communications, this historical fact is hard for most people to comprehend!)

4. Religion (pp. 94–97)

a. Are you surprised at the degree to which religion was state-supported in this period, especially considering the separation of church and state that is inherent in the later Constitution? In what areas were the two main religions tax-supported and which colonies had no official religion?

(1) Congregationalism:

(2) Anglicanism:

(3) No official religion:

b. The Great Awakening of the 1730s and 1740s is important because it was the first genuine mass movement in the colonies and because it was the first of a series of religious revival movements which have come down to evangelists like Billy Graham and the religious right of today. _____ and _____ were the two main leaders of the Great Awakening. What was the main message they tried to preach?

5. Education, Culture, Politics (pp. 97–103)

a. After reading the section on education, list three main differences you see between colonial schools and those you're familiar with today:

(1)

(2)

(3)

b. What do the authors see as the significance of the legal case involving John Peter Zenger (1734–1735)? How did it affect future guarantees of freedom of the press?

c. It's important to note the variety of manners in which the colonies were governed. In 1775, _____ of them had royal governors appointed by the king, _____ had proprietors who chose the governors, and _____ were self-governing, electing their own governors. In the section on politics, why do the authors say that colonial governors were "left to the tender mercies" of the elected legislatures? What was the main power of these legislatures relative to the governors?

d. Who could vote in most colonies?

CHAPTER 5 TERM SHEET

Eighteenth-Century Colonial Society

Pages 84–87

Pennsylvania “Dutch”

Scots-Irish

Michel-Guillaume de Crèvecoeur

Pages 87–94

“Bread” colonies

Triangular trade

Molasses Act (1733)

Pages 94–97

“Established” religions

Anglicans (Church of England)

Congregational Church

Presbyterian Church

“Great Awakening” (1730s–1740s)

Jonathan Edwards

George Whitefield

Baptists

Pages 97–103

Harvard College (1636)

Painters

John Trumbull

Charles Willson Peale

Benjamin West

John Singleton Copley

Poetry (Phillis Wheatley)

Benjamin Franklin

Poor Richard's Almanack

John Peter Zenger