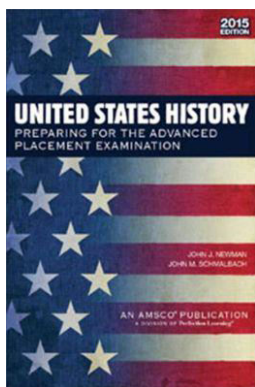


# AP US HISTORY 2018-2019

## SUMMER ASSIGNMENT - DUE 1<sup>st</sup> CLASS

1. There is an earlier online version of our textbook that can be found at:  
[\*The Enduring Vision, A History of the American People, 5<sup>th</sup> Edition by Boyer\*](#)  
(*Note: The page numbers will be slightly off from the reading guides included, but all the information is still included in this online version of the textbook.*)
2. Read the tips for taking notes and outlining on the page 2 of this document. Consider that there are multiple ways for taking notes in APUSH and this summer assignment will introduce **three** methods that have been successful for students in the past.
3. Complete the attached Reading Assignment, *Charles Mann's 1491 (Note taking strategy #1)*. Follow the instructions on the assignment. Answer all questions on a separate sheet of paper and be sure to complete all parts of the assignment. We will use this in class the first day and it will be collected. This will teach you content and essential skills.
4. Complete the attached Reading Assignment, *The Columbian Exchange (Note taking strategy #2)*. Follow the instructions for taking margin notes and complete the activity on the back. We will use this in class the first day and it will be collected. This will teach you content and essential skills.
5. Outline/take notes on Chapters 1-3, using the reading guides and instructions in this packet (**Note taking strategy #3**). The outlines are to be handwritten and should be your own work. Your outlines will be graded and a test/quiz will be given the first week of school on the material. Following the instructions and using the reading guides will teach you how to take notes in APUSH - an essential skill for success. We don't lecture on what you should already know from your reading assignment...we spend class time discussing and clarifying concepts, working together on skills, and applying what you've learned from the reading assignments. We recommend that you have a binder with loose leaf paper to take notes and to keep handouts organized.
6. Text the message @westapush2 to number 81010 to sign up for Remind. Once signed up on remind, we will be sending updates throughout the summer. (Optional: There is an app available for download for your phone if you are interested.)
7. **HIGHLY RECOMMENDED:** Purchase this excellent AMSCO review book for APUSH (\$20 or negotiate with a senior):



Newman, John J. and Schmalbach, John M., *United States History: Preparing for the Advanced Placement Examination*, Amsco School Publication.

(Any edition is fine, although the 2015 & 2016 editions have been significantly revised to support the redesigned APUSH curriculum. Do not spend over \$20 for any version of the book.)

You can order the new edition for \$18.95 at <http://www.perfectionlearning.com/us-history-preparing-for-ap-exam>.

8. There will be a test on the summer assignments the second time we meet as a class. Be sure to start the new school year prepared!!

## NOTE TAKING STRATEGIES INCLUDED IN SUMMER ASSIGNMENT:

**\*\*We will be using various strategies throughout the school year. We would like you to practice the following 3 methods this summer.\*\***

**STRATEGY #1:** "The Dr. Eklund Approach" - Will be used in the Reading Assignment, Charles Mann's 1491. See the assignment to understand how to complete this method.

**STRATEGY #2:** "Cornell-Note Taking Method" - Will be used in the Reading Assignment, *The Columbian Exchange*. You are probably familiar with this method.

**STRATEGY #3:** "*Reading Guides & Graphic Organizers*" - Will be used for taking notes on Chapters 1-3. Take notes using the reading guides to guide your note taking. Complete the graphic organizers included as well.

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## GENERAL GUIDELINES FOR TAKING NOTES AND OUTLINING FOR APUSH

Your APUSH note-taking and outlines should focus on main ideas, the specific evidence that supports them, and the significance of key terms, people, places or events. Your outlines will serve as both a study guide for these key terms as well as a data source to help you think critically, discuss, and formulate arguments about history.

The hardest part of outlining from this textbook is knowing how much to write and how to tell important stuff from minor details. Let the reading guides and the book itself help you. **Before you begin outlining, read the introduction and focus questions at the beginning of each chapter, and the conclusion section at the end of the chapter (spoilers are good!). Look over the concepts, terms and questions on the unit overviews that your teacher will provide. Now you know what to focus on.**

**To make sure your outlines will be useful to you in May 2019 as well as in the next day's class, do the following:**

- Be neat (or at least neat-ish). Illegible notes are useless.
- Follow the headings and subsections in the book. Use the reading guides and key terms.
- Use indenting, highlighting, underlining, or different colors to make sections clear.
- Draw diagrams and pictures. Use arrows and webs. Turn section headings into questions. Whatever works for you. Sometimes we will provide charts that you can glue in your notes.
- Make sure your notes include the key terms and answer the questions on the reading guides.
- **The more you process the info while you outline, the better prepared you will be to USE the info in your essays and class discussions.** (See the handwritten notes that follow, they keep relating back to a central theme of the fear of centralization.)

**\*\*Our textbook is not the only source of content for this class. We will have access to our Haiku pages next year, and there are many excellent video lectures and powerpoints available online. Explore them and figure out what works best for you to master the required content. Regardless of what combination of materials you use to learn the content, what you put in is what you get out.\*\***

## Taking notes, The Dr. Eklund Approach

You've taken notes in some form or fashion for your entire academic career, but the stakes involved in note taking increase with APUSH. Not only does the material delivered in class move quickly, you are also required to master much of the content on your own through nightly readings. We will discuss several strategies in the first week of class, but I've outlined here the method I've used successfully to organize my thoughts while reading difficult texts. Attempt to follow these general guidelines:

1. Skim-read the portion of the text quickly BEFORE you start taking notes. There are no spoilers in history, it's already happened!
2. Find the main idea of the section you are reading. Oftentimes, this will not be the same as the heading provided by the book.
3. Use consistent formatting to organize the important bits of information. Indenting, highlighting, underlining, etc.
4. Scribble on your notes, draw diagrams, create webs of information. Every time you connect one piece of information to another you are strengthening that information's hold. Let no one piece stand alone. A single twig is easily snapped, but a bundle of sticks is impossible to break.
5. Be sure you are consistently using the key terms listed on the reading guides. Gain fluency with the terms and they will become part of your language.

Ultimately, the more you process the information when you first encounter it the more likely it is to "stick." It will also be organized in such a way that you can easily marshal these seemingly disparate data points and facts into a coherent argument in class discussions and essays.

Let's look at an example from Eklund's handwritten notes on Chapter 7. Note that the textbook version available to you online is one edition earlier than the one we use in class, so the page numbers will not be the same. (The notes on the next page is from **page 188** of the online version of the textbook that you have access to. Take a look at that page and these notes to have a better understanding.)

p 192

# Constitutional Govt Takes Shape

Constitution replaced A. of C but...

Election of 1788 - George Washington Prez

Federalists win Congress

**Fear of Centralization**  
**Deep Distrust**

Electors unite around George Washington

National Hero

**Integrity**

**Calms Fear of Executive Power**

↳ Set up Cabinet → Group of Advisors  
↳ President can enforce + carry out policies

Judiciary + Bill of Rights

↳ Judiciary Act of 1789 → Federal District Court

↳ **Balance** between national + local

operates by local procedures

**Calms Fears**

p 194

in Appendix

↳ Bill of Rights → Protects individual freedoms

↳ Stipulation of states in return for ratification of Const

↳ **Limit Federal Power**, protect individual

# READING ASSIGNMENT: CHARLES MANN'S 1491

Please read the works below, both written by Charles Mann, regarding the pre-contact Americas on the eve of European arrival. Annotate your reading using the following method.

1. Use one color to **highlight** key terms that you do not understand and need to define (can be done digitally in google docs if you go to Add-ons and install the highlighter tool)
2. Use **another color** or underlining to indicate key passages of text.
3. If using Microsoft Word or Google Docs, add comments to key passages of the text. Think of questions you might want to pose the author, comments on portions of the reading that surprise or intrigue you, or impressive literary devices that catch your attention.

*Note:* If you are particularly organized, you may want to organize your colors in such a way that different colors have different meanings, beyond those I have listed here. For instance, a color for **confounding** words, a color for the **obligatory** advanced general vocabulary words, etc.

After annotating in detail (see attached page of a sample annotation, it is from a current events project but gives you an idea of the complexity and depth suggested), please answer the following questions on your own. Be prepared to discuss the “focus questions” on the first day of class.

=====

**THE WORKS BELOW** (click on the hyperlinks to access the readings):

## [Excerpt from 1491 by Charles Mann](#)

Reading Questions for the Excerpt from 1491:

1. Why was the meeting between Massoit, Tisquantum, and Samoset a critical turning point? What did each party stand to gain/lose?
2. Why was the Northeastern American landscape less densely populated than areas to the south and more densely populated than hunter-gatherer groups on the plains?
3. Describe some ways the Indian villages were better adapted to their environment, and what sort of advantages these gave the native populations. How else did Native American villages differ from the English experience?
4. How did the political and military sensibilities of the native tribes and English differ?
5. Why do scholars speculate the American Indian populations were so healthy? How did the Native Americans view the English?
6. Why did the Native policies toward European visitors change?
7. How did the Pilgrims survive?
8. What was the European’s “secret weapon?” More pointedly, how did it help the Europeans gain the upper hand?
9. How has your understanding of Tisquantum (Squanto) changed as a result of this reading? Does this reading mean the history you’ve been told before about the founding of the New England colonies is wrong? Explain

## ["1491," by Charles Mann in The Atlantic Monthly Magazine](#)

Reading Questions for the “1491” article appearing in *The Atlantic*:

1. What is unique about Beni and its landscape? What does Erickson believe this proves?
2. What was wrong with the view of Indians taught in schools during the 1970s?
3. What does Dean R. Snow mean when he says, “you can make the meager evidence from the ethnohistorical record tell you anything you want...it's really easy to kid yourself?”
4. What is similar/different in the story of the Mayflower told in the excerpt from the book and the article from *The Atlantic*?

5. Why was Dobyns's argument so significant? (think beyond the obvious deaths of native populations and to what it says about Europeans)
6. What was the impact of Hernando de Soto's expedition on the American South?
7. How do scholars explain the unusually high mortality rate for Native Americans exposed to European diseases? What final conclusion does Mann endorse with regard to population counts?
8. What are the contributions of scholars like Alfred Crosby, and what is the significance of the "Columbian Exchange?"
9. What is *terra preta* and why might it hold significant clues for the history of native populations in places like Amazonia?
10. Ultimately, what has been the impact of what Mann calls the "pristine myth?"

After reading BOTH, consider the following **focus questions** and be prepared to discuss in class:

1. How are these two readings different? Consider style, content, and scope.
2. Why are these readings different? What is the purpose of the difference?
3. How might you treat these readings differently as sources? Is one more than effective in its argument than the other?
4. Finally, what "myths" about pre-contact Europeans and Native Americans are challenged by Mann's writing? How are these important to our understanding of the starting conditions for English colonization of the North American continent?

# The Columbian Exchange *by Alfred W. Crosby*



*Detail from a 1682 map of North America, Novi Belgii Novaeque Angliae, by Nicholas Visscher. (Gilder Lehrman Collection)*

Millions of years ago, continental drift carried the Old World and New Worlds apart, splitting North and South America from Eurasia and Africa. That separation lasted so long that it fostered divergent evolution; for instance, the development of rattlesnakes on one side of the Atlantic and vipers on the other. After 1492, human voyagers in part reversed this tendency. Their artificial re-establishment of connections through the commingling of Old and New World plants, animals, and bacteria, commonly known as the Columbian Exchange, is one of the more spectacular and significant ecological events of the past millennium.

When Europeans first touched the shores of the Americas, Old World crops such as wheat, barley, rice, and turnips had not traveled west across the Atlantic, and New World crops such as maize, white potatoes, sweet potatoes, and manioc had not traveled east to Europe. In the Americas, there were no horses, cattle, sheep, or goats, all animals of Old World origin. Except for the llama, alpaca, dog, a few fowl, and guinea pig, the New World had no equivalents to the domesticated animals associated with the Old World, nor did it have the pathogens associated with the Old World's dense populations of humans and such associated creatures as chickens, cattle, black rats, and *Aedes aegypti* mosquitoes. Among these germs were those that carried smallpox, measles, chickenpox, influenza, malaria, and yellow fever.

The Columbian exchange of crops affected both the Old World and the New. Amerindian crops that have crossed oceans—for example, maize to China and the white potato to Ireland—have been stimulants to population growth in the Old World. The latter's crops and livestock have had much the same effect in the Americas—for example, wheat in Kansas and the Pampa, and beef cattle in Texas and Brazil. The full story of the exchange is many volumes long, so for the sake of brevity and clarity let us focus on a specific region, the eastern third of the United States of America.

As might be expected, the Europeans who settled on the east coast of the United States cultivated crops like wheat and apples, which they had brought with them. European weeds, which the colonists did not cultivate and, in fact, preferred to uproot, also fared well in the New World. John Josselyn, an Englishman and amateur naturalist who visited New England twice in the seventeenth century, left us a list, "Of Such Plants as Have Sprung Up since the English Planted and Kept Cattle in New

Old World (OW)=

New World (NW)=

Define Columbian Exchange in your own words:

## Crops

from OW:

from NW:

## Critters

from OW:

from NW:

## Germs

from OW:

What is the thesis of this paragraph? (§) hint: it's more than the first sentence...

Examples to support the thesis?

What is the take-away point of this ¶? If you were outlining, what one idea would you note? You will need to put it in your own words to be useful.

England,” which included couch grass, dandelion, shepherd’s purse, groundsel, sow thistle, and chickweeds. One of these, a plantain (*Plantago major*), was named “Englishman’s Foot” by the Amerindians of New England and Virginia who believed that it would grow only where the English “have trodden, and was never known before the English came into this country.” Thus, as they intentionally sowed Old World crop seeds, the European settlers were unintentionally contaminating American fields with weed seed. More importantly, they were stripping and burning forests, exposing the native minor flora to direct sunlight and to the hooves and teeth of Old World livestock. The native flora could not tolerate the stress. The imported weeds could, because they had lived with large numbers of grazing animals for thousands of years.

Cattle and horses were brought ashore in the early 1600s and found hospitable climate and terrain in North America. Horses arrived in Virginia as early as 1620 and in Massachusetts in 1629. Many wandered free with little more evidence of their connection to humanity than collars with a hook at the bottom to catch on fences as they tried to leap over them to get at crops. Fences were not for keeping livestock in, but for keeping livestock out.

Native American resistance to the Europeans was ineffective. Indigenous peoples suffered from white brutality, alcoholism, the killing and driving off of game, and the expropriation of farmland, but all these together are insufficient to explain the degree of their defeat. The crucial factor was not people, plants, or animals, but germs. The history of the United States begins with Virginia and Massachusetts, and their histories begin with epidemics of unidentified diseases. At the time of the abortive Virginia colony at Roanoke in the 1580s the nearby Amerindians “began to die quickly. The disease was so strange that they neither knew what it was, nor how to cure it.”[1] When the Pilgrims settled at Plymouth, Massachusetts, in 1620, they did so in a village and on a coast nearly cleared of Amerindians by a recent epidemic. Thousands had “died in a great plague not long since; and pity it was and is to see so many goodly fields, and so well seated, without man to dress and manure the same.”[2]

Smallpox was the worst and the most spectacular of the infectious diseases mowing down the Native Americans. The first recorded pandemic of that disease in British North America detonated among the Algonquin of Massachusetts in the early 1630s: William Bradford of Plymouth Plantation wrote that the victims “fell down so generally of this disease as they were in the end not able to help one another, no not to make a fire nor fetch a little water to drink, nor any to bury the dead.”[3]

The missionaries and the traders who ventured into the American interior told the same appalling story about smallpox and the indigenes. In 1738 alone the epidemic destroyed half the

*Does this ¶ have a new thesis, or is it evidence supporting an earlier argument?*

*Capture the main argument and evidence of this ¶ in outline format:*

- *Main idea*
  - *Evidence*
  - *Evidence*
    - 
    -

*Now write a one-sentence summary of this paragraph that presents the main idea and previews key supporting evidence:*

*What info would you note from this ¶? Specific names and #'s or an overall idea?(that's a hint)*



Cherokee; in 1759 nearly half the Catawbas; in the first years of the next century two-thirds of the Omahas and perhaps half the entire population between the Missouri River and New Mexico; in 1837–1838 nearly every last one of the Mandans and perhaps half the people of the high plains.

European explorers encountered distinctively American illnesses such as Chagas Disease, but these did not have much effect on Old World populations. Venereal syphilis has also been called American, but that accusation is far from proven. Even if we add all the Old World deaths blamed on American diseases together, including those ascribed to syphilis, the total is insignificant compared to Native American losses to smallpox alone.

The export of America's native animals has not revolutionized Old World agriculture or ecosystems as the introduction of European animals to the New World did. America's grey squirrels and muskrats and a few others have established themselves east of the Atlantic and west of the Pacific, but that has not made much of a difference. Some of America's domesticated animals are raised in the Old World, but turkeys have not displaced chickens and geese, and guinea pigs have proved useful in laboratories, but have not usurped rabbits in the butcher shops.

The New World's great contribution to the Old is in crop plants. Maize [corn], white potatoes, sweet potatoes, various squashes, chiles, and manioc have become essentials in the diets of hundreds of millions of Europeans, Africans, and Asians. Their influence on Old World peoples, like that of wheat and rice on New World peoples, goes far to explain the global population explosion of the past three centuries. The Columbian Exchange has been an indispensable factor in that demographic explosion.

All this had nothing to do with superiority or inferiority of biosystems in any absolute sense. It has to do with environmental contrasts. Amerindians were accustomed to living in one particular kind of environment, Europeans and Africans in another. When the Old World peoples came to America, they brought with them all their plants, animals, and germs, creating a kind of environment to which they were already adapted, and so they increased in number. Amerindians had not adapted to European germs, and so initially their numbers plunged. That decline has reversed in our time as Amerindian populations have adapted to the Old World's environmental influence, but the demographic triumph of the invaders, which was the most spectacular feature of the Old World's invasion of the New, still stands.

*This ¶ presents a counter-argument, but then argues why it is not so persuasive. In your essays, you need a topic sentence for a paragraph like this. Write one here:*

*Main idea of this ¶ in a few words:*

*Is the first or last sentence the thesis in this ¶? Outline the key idea and evidence:*

*Does this ¶ present new info or does it summarize the thesis of the whole article?*

***Complete the activity on the next page.***



## READING GUIDE: CHAPTER 1

### Big Ideas for Chapter 1:

- How did the geography and diverse environments of the Western Hemisphere shape the diversity of Native American cultures?
  - What were the major patterns of life in North America (social, economic, political) before Europeans arrived?
- 

**Reading Tip:** Consider making a chart in your notebook to capture the key info from Chapter 1. There is way more detail in this chapter than you need - don't write everything down!

### Reading Questions to guide your note-taking:

1. (13,000 - 8000 BCE) Where did the Paleo-Indians come from, where did they migrate, and what were the major characteristics of their lives?
2. (8000- 2500 BCE) Environmental changes led to the development of Archaic societies around 8000 BCE. What were the major social and economic characteristics of these archaic societies?
3. 2500 BCE - 1500 CE (AD) - Native American Societies (recommended chart format - *see next page*)
4. (p. 17) Despite their geographical differences, what were some of the common features of Native American life? (Be able to explain these: kinship, gender, spiritual, and social values).
5. The Europeans are on their way....in the next chapter. Be thinking about how Native American lifestyles and values will come into conflict with European practices and values. Make some predictions here.

**Optional:** You may find the following resources helpful. They are a supplement to, not a substitute for, the text.

- Awesome Mr. Jocz review videos/ppts. Bookmark this site!  
<https://www.youtube.com/watch?v=rSS9Y53jVI&list=PL-69ThEyf7-BOS9pplm3mpVxnuvcIVVKz&index=1>
- Another version of this chapter from a different textbook that might be easier for the chart info:  
<http://www.teachingsanity.net/APUSH/Unit%2001/Henretta%20Chapter%201.pdf>

Area	Example Societies	Common Characteristics			How did the environment shape life?
		Political	Social	Economical	
Mesoamerica & South America					
Southwest					
Eastern Woodlands					
Northwest Coast					
California					
Great Plains					
Eskimo					

# Reading Guide: Chapter 2

## Big Ideas for Chapter 2:

- How did the political, economic, and religious systems of Native Americans (ch 1), Europeans, and Africans compare, and how did things change as a result of contacts among them?
  - Compare and contrast the early European experiences in North America (Spanish, French, English, Dutch). How and why did they differ, and how might this affect future development?
  - How and why were the Chesapeake and New England Colonies so different?
- 

There are three big sections in this chapter (blue all-cap section headers). Make sure your notes are clearly divided into these three sections. Use the section intros (pages 24, 33, 42) to help you focus on the main ideas - this is good advice for the whole book. You don't need to write down everything (esp. in the first two sections)!

### Section 1: African & European Peoples

- *From the section intro on p 24: In Africa the growth of long-distance trade enabled some empires and kingdoms to flourish at their rivals' expense. A market economy was emerging... In Europe, ambitious monarchs joined forces with profit-minded merchants to propel territorial expansion....At the same time, an intellectual Renaissance was underway.....*

You can turn those ideas from the intro and the blue sub-headings in the chapter into reading questions. As you read, see if you can articulate a main idea or thesis statement to answer each of them, and then write down supporting facts and evidence. THIS IS GREAT NOTE-TAKING and you don't have to write everything down!

1. What forces were transforming West Africa before the advent of the Atlantic Slave Trade? How did they impact the interactions between Africans and Europeans?
2. What were the characteristics of European culture and society? How do you think these might affect exploration and migration?
3. How did the Renaissance and Reformation encourage European exploration?

### Section 2: Europe & the Atlantic World (1440-1600)

- *From the section intro on p 33: .....wealth shifted from the Mediterranean to the Atlantic, where the monarchs of several nation-states....Portugal and Spain led a new European imperialism.....two prominent outcomes of this ...were a trans-Atlantic slave trade and the colonization of new lands.*
4. How did European monarchs use commerce and religion to advance their nations' fortunes? What was the Treaty of Tordesillas?
  5. What does the book mean by "The New Slavery?" What changed and what stayed the same about patterns of slavery? Why would this be important for later development in the New World?
  6. Who were the first Europeans to reach America? Why did they come, and what impacts did they have? Were they successful?
  7. What was the encomienda system, and how did it affect relationships between the Spanish and the native Americans?
  8. Colombian Exchange: How does the textbook's discussion differ from the article you read? Every author makes choices.....

### Section 3: Footholds in North America (1512-1625)

- Read the section intro on p. 42. What will you look for in this section?
- I recommend that you take notes on the attached chart to compare and contrast the early Spanish, French, Dutch and English experiences. Leave room to go back in Ch 3-4 to add info.
- Take solid additional notes on pp 47-49 - Jamestown and Plymouth. These are important!

**Key Terms:** encomienda system, Treaty of Tordesillas, Elizabeth I, enclosure movement, joint-stock company, "Lost Colony" of Roanoke, Virginia Company of London, Headright system, Captain John Smith, Powhatan, John Rolfe, "Starving Time", Pocahontas, Opechancanough, Separatists, Pilgrims, Mayflower Compact, Squanto and Samoset, Puritans, Anglicans, New Netherland

## Comparing Colonization in the New World (Ch 2-4)

	SPANISH	FRENCH	DUTCH	ENGLISH
Purpose of Colonies/ Exploration				
Geographic Region Colonized/ Explored				
Contacts & Interactions with Native Americans				
Labor Systems				
Relationship w/ or Control by Mother Country				
Degree of "Success" of Colonization				
Other Notes				

## Reading Guide: Chapter 3

### Big Ideas for Chapter 3:

Chapters 3 and 4 cover what we refer to today as “Colonial America.” But the simple phrase “Colonial America” is very misleading:

- it spans 150 years of history (the same distance between the Civil War and today - a lot can change in 150 years)...
- it hides great geographic, environmental, economical, social, and political diversity within the British colonies...
- ...not to mention the French, Spanish, and Dutch (who all want to control their slice of the New World)...
- ...and equally great diversity in the Native American populations and how they respond to Europeans
- ...and the growing number of African laborers whose status and prospects decline as race-based slavery becomes entrenched.

### Your goals for Chapters 3 and 4:

- Understand the key characteristics of each of the early British colonial regions (New England, Chesapeake, Southern, and Middle). You should know the colonies that make up each region, and be able to identify the most significant facts about each colony. You do not need to know every tiny fact about all 13 colonies.
- Understand how colonial societies changed and developed over time. Remember, by the end of the 1700’s those colonies will become a single country. Do they have enough in common to be successful? Have they developed an American identity that is distinct from Britain?
- What were the major conflicts that emerged in each region and why?
- We have provided some summary charts to include in your notes. You will also want to make regular outline sections in your notes for the blue textbook sections, where you capture the main ideas from the text and supporting evidence. Read each blue section before you start writing so you can identify the main idea.

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### Chapter 3 Key Terms and Concepts

Chesapeake	New England town meeting	indentured servants
New England	Half-Way Covenant	Bacon’s Rebellion
Carolina	King Philip’s War	Governor Berkeley
Middle Colonies	Metacom	Peter Stuyvesant
John Winthrop	Salem Witch Trials	New Netherland
“A Model of Christian Charity”	VA House of Burgesses	William Penn/Quakers
“City upon a hill”	Royal Governor’s Council	Ohio Valley fur trade
The Pequot War	Cecilius Calvert (Lord	New Mexico
Roger Williams	Baltimore)	Pueblo Revolt
Anne Hutchinson	Maryland Act of Religious	
Antinomians	Toleration	
Mass. General Court	Tobacco economy	

### Chapter 3 Reading Questions - make sure your outlines can help you answer these

1. Start by reading the Chapter conclusion on page 84. This will give you main ideas to watch for.
2. Why did colonial New Englanders abandon John Winthrop’s vision for a “city on a hill”? Have you heard that term before in American politics?
3. What were the characteristics of life in New England? Know the key terms and concepts.
4. Were the Salem Witch trials more of a religious, social, or economic conflict?
5. Why did indentured servitude give way to racial slavery in England’s plantation colonies? Why did labor systems vary among the colonies? Pay attention to the development of labor systems in this chapter.
6. What were the major factors that helped French and Spanish colonial expansion? Why was England’s empire in North America so much larger and richer than the French or Spanish by 1700?

## Reading Guide: Chapter 4

### Your goals for Chapters 3 and 4:

- Understand the key characteristics of each of the early British colonial regions (New England, Chesapeake, Southern, and Middle). You should know the colonies that make up each region, and be able to identify the most significant facts about each colony. You do not need to know every tiny fact about all 13 colonies.
- Understand how colonial societies changed and developed over time. Remember, by the end of the 1700's those colonies will become a single country. Do they have enough in common to be successful? Have they developed an American identity that is distinct from Britain?
- What were the major conflicts that emerged in each region and why?
- We have provided some summary charts to include in your notes. You will also want to make regular outline sections in your notes for the blue textbook sections, where you capture the main ideas from the text and supporting evidence. Read each blue section before you start writing so you can identify the main idea.

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### Chapter 4 Key Terms and Concepts

Dominion of New England	Scots-Irish	John Peter Zenger
Sir Edmond Andros	Philadelphia	Enlightenment
Glorious Revolution	New York	Benjamin Franklin
William and Mary	Boston	Deists
Imperial Wars	Charles Town	First Great Awakening
mercantilism	Walking Purchase Treaty	Jonathan Edwards
Navigation Acts	James Oglethorpe	George Whitefield
salutary neglect	Stono Rebellion	New Lights vs. Old Lights
“Atlantic World”	King George’s War	
Middle Passage	Board of Trade	

### Chapter 4 Reading Questions -- make sure your outlines can help you answer these

1. Start by reading the Chapter conclusion on page 118. This will give you main ideas to watch for.
2. How did absolutism in England, and then the Glorious Revolution and its outcome shape relations between England and its North American colonies? (be careful not to write too much in your outlines for this section! Stay focused on the big picture - Andros & The Dominion of New England, William & Mary)
3. A Generation of War: 1689-1713: Before you outline this section, read the last ¶ on p. 91. (“The most important consequence of the imperial wars....”). Don’t get lost in all the confusing names - keep your eye on the big picture. Be sure to note the central involvement of competing Native American groups.
4. What were the most important consequences of British mercantilism for the mainland colonies? (Notice that page 92 offers you a list of the four major ways that the Navigation Acts affected the British colonial economy.) Take your notes here in bullet form! Use lists when they are provided...you just have to notice them. Take main idea & evidence notes for the rest of this section - don’t just copy a bunch of words.
5. What factors best explain the relative strengths of British, French, and Spanish colonial empires in North America? **Go back and update the chart you started in chapters 2 and 3.** Where are the Dutch?
6. After you read about the effects of mercantilism on Colonial society from p 92 to 106, and about public life in British America from p 112-117 **go back and complete the Change Over Time chart that you started in Chapter 3.** Can you identify both continuities and changes? We’ll talk more about this in class.
7. What were the most significant consequences of the Enlightenment and the Great Awakening for life in the British colonies?

**Make sure you check out the attached charts!!**



### Chapter 3: Summary Chart for Colonies

	NEW ENGLAND	CHESAPEAKE	MIDDLE COLONIES	SOUTHERN COLONIES
Colonies in the Region (and date founded)				
Colony Type & Purpose, Founders				
Political Traits, Key Leaders, Governance				

### Chapter 3: Summary Chart for Colonies

	NEW ENGLAND	CHESAPEAKE	MIDDLE COLONIES	SOUTHERN COLONIES
Economic Traits, Natural Resources, Labor Systems				
Social and Cultural Traits (Religion, Values, Social Structure)				

### Chapter 3: Colonial Conflicts

	When/Where	Who?	Why? Reasons/Grievances	Short-term Results	Long-term Results
Jamestown Massacre/2nd AngloPowhatan War	1622  1622-32				
Pequot War					
Dissenters vs the New England Way					
King Phillip's War					
Salem Witchcraft Trials					

### Chapter 3: Colonial Conflicts

	When/Where	Who?	Why? Reasons/Grievances	Short-term Results	Long-term Results
Catholics vs Protestants in MD					
Bacon's Rebellion					
Beaver Wars					
The Pueblo Revolt					

## Colonial American Continuity and Change Over Time (CCOT) Analysis

<i>17<sup>th</sup> Century Colonial Foundations (1600's) - Key Characteristics</i>				Continuities Over Time - What Stayed the Same?		
	Political	Economic	Social	Political	Economic	Social
New England						
Middle						
Chesapeake						
Southern						
<i>18<sup>th</sup> Century Colonies (1700's) - Key Characteristics</i>				Changes Over Time - What Changed?		
	Political	Economic	Social	Political	Economic	Social
New England						
Middle						
Southern (Chesapeake & Southern)						