



Summer Assignment Packet

Advanced Placement US History (APUSH) is a demanding college level course that provides excellent training for your future undergraduate college studies. Success in APUSH requires students commit a great deal of time and effort to the required class work. Given the large historical scope of the required content that will be covered, the APUSH reading requirement is the largest commitment for successful AP students, along with the ability to interpret and analyze various text sources and primary source documents. The second requirement for success is the ability to write well: confidently and skillfully developing and defending an argument, not just present a collection of factual statements. The APUSH Summer Assignment packet is designed to address those two issues.

All students taking APUSH must complete both Part one and two as described below.

Part One: Chapters 1 – 3 in our main textbook, *The American Pageant*

To get a jump-start on pushing through the extensive content that must be covered in the course, APUSH students will be reading the initial chapters dealing with European exploration and early colonization efforts in the “New World.” *The American Pageant* is a true college-level textbook, the chapters are lengthy, dense and presented in a narrative style.

Suggested procedure:

Read the chapter “overview” page first. The **Chapter Themes** are essentially “thesis” statements, the essential understandings of the full chapter. The **Chapter Summary** is self-explanatory – reading the **Themes** and the **Summary** sections first will help focus your attention on the “big picture” in advance, as it is easy to get lost in the very detailed chapter presentation of historical information.

When you have finished the actual chapter from the textbook, complete the “**Guidebook**” exercises that have been provided. It’s best to complete the Guidebook sections in pencil, as some of the questions can be difficult. The Guidebook is provided to students as a review tool. Making a good effort to complete and study the Guidebook before APUSH exams should replace the necessity for students to outline the textbook chapters!

Finally, take a look at the **Discussion Questions** that are the bottom of the chapter overview pages. These critical-thinking questions are used for classroom discussions and assigned writing throughout the year and provide opportunities for students to demonstrate their mastery and understanding of the content.

Note: Each chapter overview page also provides several short **biographies** of some of the important or interesting historical personalities presented in that chapter ... though these biographies are not required reading, they do provide some very interesting information and present a fuller picture of the background and motives of these important individuals.

Part Two: Outside Reading (Historical Fiction) *The Crucible* by Arthur Miller

Incoming APUSH students will read and analyze the famous play based upon the Salem Witch Trials of 1692. The first major course Project and an assessment exam, based on *The Crucible*, will also be scheduled at the beginning of the new school year.

Assignment- Read Arthur Miller's play *The Crucible*

Note: get a good copy of the play that contains a solid "forward" section and some critical analysis.

The Crucible Background:

Playwright Arthur Miller wrote *The Crucible* in 1953, intending for his audience to draw parallels between the events of the Salem Witch trials in 1692, and the ongoing anti-communist hysteria of the McCarthy Era in the 1950's. In his opening commentary, referring to both his play and the actual people involved in the 1692 witch trial hysteria, Miller wrote:

"When one rises above the individual villainy displayed, one can only pity them all, just as we shall be pitied someday. It is still impossible for man to organize his life without repression, and the balance has yet to be struck between order and freedom."

While you read and after, please reflect on the quote from Miller and consider its validity in today's society. Brainstorm about the extent to which the statement is (or is not) applicable to 21st century American society from 2010 to present. There is no formal essay, but coming in with your ideas to share is a great way to kick off the course and serves as a reflection of the attention you brought to the assignment this summer.

Due Date: The first day of your Advanced Placement United States History class.

*Note: there will be an EXAM on *The Crucible* and Ch. 1-3 early in the first week. Be sure to review if you completed the readings early in the summer break.*

CHAPTER THEMES

Theme: The first discoverers of America, the ancestors of the American Indians, were small bands of hunters who crossed a temporary land bridge from Siberia and spread across both North and South America. They evolved a great variety of cultures, which ranged from the sophisticated urban civilizations in Mexico and Central and South America to the largely seminomadic societies of North America.

Theme: Europe's growing demand for Eastern luxuries prompted exploration in the hopes of reducing the expense of those goods with new trade routes. Exploration occurred incrementally, beginning with the Portuguese moving around the coast of Africa and establishing trading posts. Awareness of the New World and its wealth pushed exploration across the Atlantic. Spanish exploration continued in the same fashion, first in the Caribbean islands then expanding into South and North America.

Theme: Portuguese and Spanish explorers encountered and then conquered much of the Americas and their Indian inhabitants. This "collision of worlds" deeply affected all the Atlantic societies—Europe, the Americas, and Africa—as the effects of disease, conquest, slavery, and intermarriage began to create a truly "new world" in Latin America, including the borderlands of Florida, New Mexico, and California, all of which later became part of the United States.

CHAPTER SUMMARY

Millions of years ago, the two American continents became geologically separated from the Eastern Hemisphere land masses where humanity originated. The first people to enter these continents came across a temporary land bridge from Siberia about 35,000 years ago. Spreading across the two continents, they developed a great variety of societies based largely on corn agriculture and hunting. In North America, some ancient Indian peoples like the Pueblos, the Anasazi, and the Mississippian culture developed elaborate settlements. But on the whole, North American Indian societies were less numerous and urbanized than those in Central and South America, though equally diverse in culture and social organization.

The impetus for European exploration came from the desire for new trade routes to the East, the spirit and technological discoveries of the Renaissance, and the power of the new European national monarchies. The European encounters with America and Africa, beginning with the Portuguese and Spanish explorers, convulsed the entire world. Biological change, disease, population loss, conquest, African slavery, cultural change, and economic expansion were just some of the consequences of the commingling of the Old World and the New World.

After they conquered and then intermarried with Indians of the great civilizations of South America and Mexico, the Spanish *conquistadores* expanded northward into the northern border territories of Florida, New Mexico, and California. There they established small but permanent settlements in competition with the French and English explorers who also were venturing into North America.

QUESTIONS FOR CLASS DISCUSSION

1. How did Indian societies of South and North America differ from European societies at the time the two came into contact? In what ways did Indians retain a "world view" different from that of the Europeans?
2. What role did disease and forced labor (including slavery) play in the early settlement of America? Is the view of the Spanish and Portuguese as especially harsh conquerors and exploiters valid—or is this image just another version of the English "black legend" concerning the Spanish role in the Americas?
3. Are the differences between Latin America and North America due primarily to the differences between the respective Indian societies that existed in the two places, or to the disparity between Spanish and English culture? What would have happened if the English had conquered densely settled Mexico and Peru, and the Spanish had settled more thinly populated North America?
4. In what ways are the early (pre-1600) histories of Mexican and the present-day American Southwest understood differently now that the United States is being so substantially affected by Mexican and Latin American immigration and culture? To what extent should this now be regarded as part of our American history?
5. Why was the Old World able to dominate the New World? What were the strengths and weaknesses of the Old World? What were the strengths and weaknesses of the New World?

1. Marco Polo
2. Francisco Pizarro
3. Juan Ponce de León
4. Hernando de Soto
5. Montezuma
6. Christopher Columbus
7. Hernán Cortés
8. Francisco Coronado
9. Robert de La Salle
10. Jacques Cartier
11. Giovanni da Verrazano
12. John Cabot
13. Vasco Nunez Balboa
14. Ferdinand of Aragon
15. Isabella of Castile
16. Quetzalcoatl
17. Bartholomeu Dias
18. Hiawatha
19. Bartolome de Las Casas
20. Ferdinand Magellan
21. Vasco da Gama
22. Renaissance
23. *mestizos*
24. Treaty of Tordesillas
25. "three sister" farming
26. Great Ice Age
27. Canadian Shield
28. Mound Builders
29. Spanish Armada
30. black legend
31. *conquistadores*
32. Aztecs
33. Popé's Rebellion
34. Pueblo Indians
35. Iroquois Confederacy
36. cartography
37. Native Americans
38. Vineland
39. St. Augustine, Florida
40. kiva
41. Spice Islands
42. Moors
43. ecosystem
44. *encomienda*

CHARACTER SKETCHES

Christopher Columbus (1451–1506)

Although his encounter with continents and peoples previously unknown to Europeans transformed world history, Columbus, the Genoese sailor who discovered America for the Spanish monarchy, never really understood the nature or significance of his accomplishment.

Having sailed under the flags of many nations, including Portugal, Columbus was already a well-known, successful voyager when he became obsessed with the idea of reaching Cathay (China) and the Indies by sailing west. His frustrating inability to gain backing for the venture ended when Ferdinand and Isabella agreed to supply him with three ships.

The great achievement of Columbus's first voyage was not only to navigate unknown waters under unprecedented conditions but to keep his crews from mutiny—especially when the ships were becalmed after nearly sixty days. Although well aware during all his voyages that he was not in China or India, Columbus became firmly convinced that he had found islands just off the Asian coast and that the rich cities of Japan and China were not far away. This notion was reinforced by his desperate need to obtain continuing funding from the Spanish rulers, who pressed ever harder for concrete economic gains from the voyages.

Quote: “The inhabitants of this and of all the other islands I have found or gained intelligence of, both men and women, go as naked as they were born, with the exception that some of the women cover one part only with a single leaf or grass with a piece of cotton, made for that purpose.... I gave away a thousand good and pretty articles which I had brought with me in order to win their affection, and that they might be led to become Christians, and be well inclined to love and serve their highnesses and the whole Spanish nation....” (Letter on the first voyage, 1493)

REFERENCE: John Stewart Wilford, *The Mysterious History of Columbus* (1991).

Moctezuma II (1466–1520)

Moctezuma II (also called Montezuma II) was the Aztec ruler who succumbed to Cortés's invasion of Mexico.

He was the tenth in the line of Aztec emperors who controlled the vast regions and diverse peoples of Mexico from their rich capital at Tenochtitlán. Like other members of the royal aristocracy, he lived in luxury and served as a high priest of the elaborate but cruel Aztec religion. He succeeded to the throne in 1502 on the death of his uncle Ahuitzotl.

Before Cortés arrived, Moctezuma had expanded the Aztec realm, yet controlling the increasingly restless subordinate peoples of the empire demanded more and more of his energy. He was particularly devoted to the god Huitzilpochtli, but also came under the influence of astrologers and readers of portents. Their pessimistic predictions about his fate evidently weakened his will to resist the Spanish invaders.

After Cortés and his men seized Moctezuma and held him under house arrest, the people of Tenochtitlán became increasingly hostile to their leader. When Moctezuma appeared in public for the first time in nearly a year in early 1520, the angry populace showered him with stones before he could retreat indoors. The Spanish claimed that the wounded ruler died shortly thereafter from the stoning, but many Aztecs believed that the Spanish killed him. The truth remains unknown..

Quote: “I have in truth seen you and have now set eyes upon your force. You have come between mists and clouds, and now it has come to pass. Now you have arrived, with much fatigue and toil. Come to our land, come and repose.” (Message to Cortés as he approached Tenochtitlán, 1519)

Hernán Cortés (1485–1547)

Like many *conquistadores*, Cortés was born into a noble family but as a younger son failed to inherit extensive lands and wealth. As a youth, he was restless, ambitious, and nearly uncontrollable. In 1504, at age nineteen, he sailed for the island of Hispaniola (today's Dominican Republic and Haiti), at that time the headquarters of Spanish activity in the New World.

Cortés farmed and worked as a minor town official for six years, but he longed for greater adventures. In 1511, he joined a successful expedition to Cuba and then used a commission from the governor of Cuba, Velazquez, to assemble an expedition of eleven ships, five hundred soldiers, and sixteen horses. Although Velazquez soon changed his mind, Cortés had already sailed for Mexico. Cortés's brilliant, if treacherous, combination of military, political, and psychological tactics overcame Aztec resistance and gained him an empire larger than Spain. His reports of his conquests, contained in five lengthy letters to King Charles V of Spain, are full of fascinating detail, as well as much boasting and exaggeration.

Cortés was a talented administrator, but peaceful pursuits did not suit him, and in 1524 he headed for Honduras in search of further glory. There, he succeeded only in ruining his health and undermining his position in Mexico City. He retired to his estate in Cuernavaca, Mexico, in 1528, and in 1540 returned to Spain to die, a broken man.

Quote: “Touching Montezuma's palace and all that was remarkable in his magnificence and power, there is so much to describe that I do not know how to begin.... There could be nothing more magnificent than that this barbarian lord should have all the things of heaven to be found under his domain, fashioned in gold and silver and jewels and feathers.” (Second letter to King Charles V, 1521)

New World Beginnings, 33,000 B.C.—A.D. 1769

Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | | |
|-------|---------------------------|--|
| _____ | 1. Ferdinand and Isabella | A. Female Indian slave who served as interpreter for Cortés |
| _____ | 2. Cortés and Pizarro | B. Legendary founder of the powerful Iroquois Confederacy |
| _____ | 3. Lake Bonneville | C. Wealthy capital of the Aztec empire |
| _____ | 4. De las and de Gama | D. Financiers and beneficiaries of Columbus's voyages to the New World |
| _____ | 5. Columbus | E. Portuguese navigators who sailed around the African coast |
| _____ | 6. Malinche | F. Founded in 1565, the oldest continually inhabited European settlement in United States territory |
| _____ | 7. Montezuma | G. Italian-born navigator sent by English to explore North American coast in 1498 |
| _____ | 8. Hiawatha | H. Italian-born explorer who thought that he had arrived off the coast of Asia rather than on unknown continents |
| _____ | 9. Tenochtitlán | I. Powerful Aztec monarch who fell to Spanish conquerors |
| _____ | 10. St. Augustine | J. Spanish conquerors of great Indian civilizations |
| _____ | 11. John Cabot | K. Franciscan missionary who settled California inland sea left by melting glaciers whose remnant is the Great Salt Lake |
| _____ | 12. Junípero Serra | |

Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

- | Cause | Effect | |
|-------|---|--|
| _____ | 1. The Great Ice Age | A. Rapid expansion of global economic commerce and manufacturing |
| _____ | 2. Cultivation of corn (maize) | B. European voyages around Africa and across the Atlantic attempting to reach Asia |
| _____ | 3. New sailing technology and desire for spices | C. Establishment of Spanish settlements in Florida and New Mexico |
| _____ | 4. Portugal's creation of sugar plantations on Atlantic coastal islands | D. Exposure of a "land bridge" between Asia and North America |
| _____ | 5. Columbus's first encounter with the New World | E. Formation of a chain of mission settlements in California |
| _____ | 6. Native Americans' lack of immunity to smallpox, malaria, and yellow fever | F. A global exchange of animals, plants, and diseases |
| _____ | 7. The Spanish conquest of large quantities of New World gold and silver | G. The formation of large, sophisticated civilizations in Mexico and South America |
| _____ | 8. Aztec legends of a returning god, Quetzalcoatl | H. Cortés relatively easy conquest of Tenochtitlán |
| _____ | 9. The Spanish need to protect Mexico against French and English encroachment | I. A decline of 90 percent in the New World Indian population |
| _____ | 10. Franciscan friars' desire to convert Pacific coast Indians to Catholicism | J. The rapid expansion of the African slave trade |

Identification

Supply the correct identification for each numbered description.

- | | |
|-------|--|
| _____ | 1. Extended period when glaciers covered most of the North American continent |
| _____ | 2. Staple crop that formed the economic foundation of Indian civilizations |
| _____ | 3. Important Mississippian culture site, near present East St. Louis, Illinois |
| _____ | 4. First European nation to send explorers around the west coast of Africa |
| _____ | 5. Flourishing West African kingdom that had its capital and university at Timbuktu |
| _____ | 6. Mistaken term that European explorers gave to American lands because of the false belief that they were off the coast of Asia |
| _____ | 7. Animal introduced by Europeans that transformed the Indian way of life on the Great Plains |
| _____ | 8. Among the major European diseases that devastated Native American populations after 1492 (name two) |
| _____ | 9. Disease originating in Americas that was transmitted to Europeans after 1492 |
| _____ | 10. Treaty that secured Spanish title to lands in Americas by dividing them with Portugal |
| _____ | 11. Wealthy capital of the Aztec empire |
| _____ | 12. Person of mixed European and Indian ancestry |
| _____ | 13. Indian uprising in New Mexico caused by Spanish efforts to suppress Indian religion |
| _____ | 14. Indian people of the Rio Grande Valley who were cruelly oppressed by the Spanish conquerors |
| _____ | 15. Roman Catholic religious order of friars that organized a chain of missions in California |

Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- | | |
|-------|---|
| _____ | The wealthy Aztec civilization falls to Cortés. |
| _____ | Portuguese navigators sail down the west coast of Africa. |
| _____ | The first human inhabitants cross into North America from Siberia across a temporary land bridge. |
| _____ | The once-strong Iroquois confederacy divides and collapses. |
| _____ | Spanish conquerors move into the Rio Grande valley of New Mexico. |

Multiple Choice

- 1. The geologically oldest mountains in North America are
 - a. the Appalachians.
 - b. the Rockies.
 - c. the Cascades.
 - d. the Sierra Nevada.
- 2. The Indian peoples of the New World
 - a. developed no advanced forms of civilization.
 - b. were divided into many diverse cultures speaking more than two thousand different languages.
 - c. were all organized into the two large empires of the Incas and the Aztecs.
 - d. relied primarily on nomadic herding of domesticated animals for their sustenance.
- 3. The Iroquois Confederacy remained a strong political and military influence until
 - a. the Spanish conquest of the Americas.
 - b. the fur trade was wiped out in the early 1700s.
 - c. King Philip's War
 - d. the American Revolution.
- 4. Among the important forces that first stimulated European interest in trade and discovery was
 - a. the Christian crusaders who brought back a taste for the silks and spices of Asia.
 - b. the Arab slave traders on the east coast of Africa.
 - c. the Scandinavian sailors who had kept up continuous trade contacts with North America.
 - d. the division of Spain into small kingdoms competing for wealth and power.
- 5. Among the most important American Indian products to spread to the Old World were
 - a. animals such as buffalo and horses.
 - b. technologies such as the compass and the wheel.
 - c. economic systems such as plantation agriculture and livestock raising.
 - d. foodstuffs such as maize, beans, and tomatoes.
- 6. The primary staples of Indian agriculture were
 - a. potatoes, beets, and sugar cane.
 - b. rice, manioc, and peanuts.
 - c. maize, beans, and squash.
 - d. wheat, oats, and barley.
- 7. The number of Indians in North America at the time Columbus arrived was approximately
 - a. one million.
 - b. four million.
 - c. twenty million.
 - d. two hundred and fifty million.
- 8. Before Columbus arrived, the only Europeans to have temporarily visited North America were
 - a. the Greeks.
 - b. the Irish.
 - c. the Norse.
 - d. the Italians.
- 9. The Portuguese were the first to enter the slave trade and establish large-scale plantations using slave labor in
 - a. West Africa.
 - b. the Atlantic sugar islands.
 - c. the West Indies.
 - d. Brazil.
- 10. Much of the impetus for Spanish exploration and pursuit of glory in the early 1500s came from Spain's recent
 - a. successful wars with England.
 - b. national unification and expulsion of the Muslim Moors.
 - c. voyages of discovery along the coast of Africa.
 - d. conversion to Roman Catholicism.

- 11. A crucial political development that paved the way for the European colonization of America was
 - a. the rise of Italian city-states like Venice and Genoa.
 - b. the feudal nobles' political domination of the merchant class.
 - c. the rise of the centralized national monarchies such as that of Spain.
 - d. the political alliance between the Christian papacy and Muslim traders.

New World Beginnings, 33,000 B.C.—A.D. 1769

- 12. The primary reason for the drastic decline in the Indian population after the encounter with the Europeans was
 - a. the rise of intertribal warfare.
 - b. the Indians' lack of resistance to European diseases such as smallpox and malaria.
 - c. the sharp decline in the Mexican birthrate.
 - d. the sudden introduction of the deadly disease syphilis to the New World.
- 13. Cortés and his men were able to conquer the Aztec capital Tenochtitlán partly because
 - a. they had larger forces than the Aztecs.
 - b. the Aztec ruler Montezuma believed that Cortés was a god whose return had been predicted.
 - c. the Aztecs were peace-loving people who did not believe in war or conquest.
 - d. the city of Tenochtitlán already had been devastated by a disease epidemic.
- 14. The primary early colonial competitor with Spain in the New World was
 - a. Portugal.
 - b. Italy.
 - c. France.
 - d. England.
- 15. The belief that the Spanish only killed, tortured, and stole in the Americas while doing nothing good is called
 - a. the *ercomiendá*.
 - b. the mission of civilization.
 - c. the Evil Empire.
 - d. the Black Legend.

True-False

- Where the statement is true, mark T. Where it is false, mark F, and correct it in the space immediately below.
- 1. The geography of the North American continent was fundamentally shaped by the glaciers of the Great Ice Age.
 - 2. North America was first settled by people who came by boat across the waters of the Pacific Strait from Japan to Alaska.
 - 3. The early Indian civilizations of Mexico and Peru were built on the economic foundations of cattle and wheat growing.
 - 4. Most North American Indians lived in small, seminomadic agricultural and hunting communities.
 - 5. Many Indian cultures like the Iroquois traced descent through the female line.
 - 6. No Europeans had ever set foot on the American continents prior to Columbus's arrival in 1492.
 - 7. A primary motive for the European voyages of discovery was the desire to find a less expensive route to Asian goods and markets.
 - 8. The beginnings of African slavery developed in response to the Spanish conquest of the Americas.
 - 9. Columbus immediately recognized in 1492 that he had come across new continents previously unknown to Europeans.
 - 10. The greatest effect of the European intrusion on the Indians of the Americas was to increase their population through intermarriage with the whites.

- 11. Spanish gold and silver from the Americas fueled inflation and economic growth in Europe.
- 12. The Spanish *conquistadores* had little to do with the native peoples of Mexico and refused to intermarry with them.
- 13. The province of New Mexico was first settled by French colonizers from the North.
- 14. Spain expanded its empire into Florida and New Mexico partly to block French and English intrusions.
- 15. The Spanish empire in the New World was larger, richer, and longer-lasting than that of the English.

The Planting of English America, 1500–1733

CHAPTER 2

CHAPTER THEMES

Theme: After a late start, a proud, nationalistic England joined the colonial race and successfully established five colonies along the southeastern seacoast of North America. Although varying somewhat in origins and character, all these colonies exhibited plantation agriculture, indentured and slave labor, a tendency toward strong economic and social hierarchies, and a pattern of widely scattered, institutionally weak settlements.

Theme: The English hoped to follow Spain's example of finding great wealth in the New World, and that influenced the financing and founding of the early southern colonies. The focus on making the southern colonies profitable shaped colonial decisions, including choice of crops and the use of indentured and slave labor. This same focus also helped create economic and cultural ties between the early southern colonies and English settlements in the West Indies.

Theme: The early southern colonies' encounters with Indians and African slaves established the patterns of race relations that would shape the North American experience—in particular, warfare and reservations for the Indians and lifelong slave codes for African Americans.

CHAPTER SUMMARY

The defeat of the Spanish Armada and the exuberant spirit of Elizabethan nationalism finally drew England into the colonial race. After some early failures, the first permanent English colony was established at Jamestown, Virginia. Initially it faced harsh conditions and Indian hostility, but tobacco cultivation finally brought prosperity and population growth. It also guaranteed colonists the same rights as Englishmen and developed an early form of representative self-government.

The early encounters of English settlers with the Powhatans in Virginia established many of the patterns that characterized later Indian-white relations in North America. Indian societies underwent their own substantial changes as a result of warfare, disease, trade, and the mingling and migration of Indians from the Atlantic coast to inland areas.

Other colonies were established in Maryland and the Carolinas. South Carolina flourished by establishing close ties with the British sugar colonies in the West Indies. It also borrowed the West Indian pattern of harsh slave codes and large plantation agriculture. North Carolina developed somewhat differently, with fewer slaves and more white colonists who owned small farms. Latecomer Georgia served initially as a buffer against the Spanish and a haven for debtors.

Despite some differences, all the southern colonies depended on staple plantation agriculture for their survival and on the institutions of indentured servitude and African slavery for their labor. With widely scattered rural settlements, they had relatively weak religious and social institutions and tended to develop hierarchical economic and social orders.

QUESTIONS FOR CLASS DISCUSSION

1. What did England and the English settlers really want from colonization? National glory? Wealth? Adventure? A solution to social tensions? New sources of goods and trade? Did they get what they wanted?
2. How did Spanish success in the New World influence the English colonial efforts? How did England's earlier experience in Ireland influence its colonial efforts in the New World? How did different events in England (and Europe) affect England's southern colonies in the New World?
3. Were the English colonizers crueler or more tolerant than the Spanish *conquistadores*? Why did the Spanish tend to settle and intermarry with the Indian population, whereas the English either killed the Indians, drove them out, or confined them to separate territories? How did this pattern of interaction affect both white and Indian societies?
4. Was the development of African slavery in the North American colonies inevitable? (Consider that it never developed in some other colonial areas, for example, Mexico and New France.) How would the North American colonies have been different without slavery? What role did the Spanish *encomienda* system and British sugar colonies play in introducing slavery to the southern colonies?
5. How did the reliance on plantation agriculture affect the southern colonies? Were their societies relatively "loose" because they were primarily rural, or because they tended to rely on forced labor systems?

- | | | |
|---------------|----------------------------|----------------------------|
| 50. Ireland | 54. Charles Town | 58. Powhatan's Confederacy |
| 51. Santa Fe | 55. House of Burgesses | 59. Chesapeake |
| 52. Quebec | 56. Protestant Reformation | 60. English Civil War |
| 53. Jamestown | 57. Spanish Armada | |

1. Lord De La Warr
2. Pocahontas
3. Powhatan
4. Handsome Lake
5. John Rolfe
6. Lord Baltimore
7. Walter Raleigh
8. James Oglethorpe
9. Humphrey Gilbert
10. Oliver Cromwell
11. John Smith
12. John Wesley
13. Francis Drake
14. George Percy
15. William Penn
16. Richard Hakluyt
17. Henry VIII
18. Elizabeth I
19. Philip II
20. James I
21. Charles I
22. Charles II
23. Deganawidah and Hiawatha
24. George II
25. nation-state
26. joint-stock company
27. slavery
28. enclosure
29. House of Burgesses
30. royal charter
31. slave codes
32. yeoman
33. proprietor
34. longhouse
35. squatter
36. law of primogeniture
37. indentured servitude
38. starving time
39. sea dogs
40. surplus population
41. First Anglo-Powhatan War
42. Second Anglo-Powhatan War
43. Maryland Act of Toleration
44. Barbados slave code
45. Virginia Company
46. Restoration
47. Act of Toleration
48. Savannah Indians
49. Iroquois Confederacy

CHARACTER SKETCHES

John Smith (1580–1631)

The adventures that are popularly identified with Capt. John Smith—Pocahontas's saving of his life and Smith's own rescue of the infant Jamestown colony from ruin—were first recorded by Smith himself. Whether these events were invention or fact, one thing is certain: Smith lived an extraordinarily dramatic life.

According to Smith's autobiography, he left England at an early age to become a soldier of fortune. His many escapades included being enslaved, murdering his master, and being seduced by the wife of the pasha of Turkey. The trouble with these and other of Smith's tales is that their only source is Smith himself; in fact historians have shown that some of his stories were made up. He was, however, a talented soldier and administrator, whose efforts in organizing the Jamestown colonists and in obtaining corn from the Indians clearly helped save the colony from starvation in the winter of 1608–1609.

Smith's writings, including *The Generall Historie of Virginia, New-England, and the Summer Isles* (1624), are fascinating, even if they are more fiction than history. Actually, most historians today believe that the *core* of his narrative is true, but that Smith simply embellished and altered particular events to increase their dramatic effect.

Quote: "Pocahontas, the King's most dear and well-beloved daughter, being but a childe of twelve or thirteen years of age, whose compassionate, pitiful heart, of my desperate estate, gave me much cause to respect her.... After some six weeks fattening amongst those savage courtiers, at the minute of my execution, she hazarded the beating out of her own brains to save mine; and not only that, but so prevailed with her father that I was safely conducted to Jamestown, where I found about eight and thirty miserable, poor and sick creatures.... Such was the weakness of this poor Commonwealth, as had the savages not fed us, we directly had starved." (1624)

Pocahontas (1595–1617)

Although the story of Pocahontas's rescue of John Smith from death at the hands of her father, the great chief Powhatan, may or may not be true (most likely not), it is certain that she played an important role in the Virginia colony's early years as a kind of ambassador between the English and the Powhatan Indians—a role that Powhatan himself likely arranged. The children of powerful chiefs frequently played such intermediary roles in eastern Indian cultures. It is also known that she visited Jamestown often, sometimes to negotiate prisoner releases.

Her formal tribal name was Matoaka, meaning "playful." (Pocahontas ["frolicsome"] was a pet name.) In 1613 she was "kidnapped" by Capt. Samuel Argall and taken to live with a clergyman, though it may be that she collaborated in this arrangement as well. Shortly after, she was instructed in Christianity and baptized. She married John Rolfe, the promoter of tobacco, in 1614.

Rolfe took her to England in 1616, where she was badly affected by the climate and urban environment of London. She was presented to King James I at court, but as she boarded ship to return to Virginia, she became ill and died. Many later writers and poets—including Stephen Vincent Benét—have celebrated her brief but romantic life.

REFERENCE: Peter Lampe, *Pocahontas* (1995).

John Rolfe (1585–1622)

Rolfe was born in the county of Norfolk, England. Unhappy with his economic prospects, he sailed for Virginia in 1609 with his first wife but was shipwrecked in Bermuda, where his wife died. Rolfe pushed on to Virginia and arrived the following year. In 1612, he began experimenting with a "sweeter" variety of tobacco from the West Indies. (The native leaf smoked by the Powhatans of Virginia was too bitter for English tastes.) Despite the strong hostility to smoking felt by many English authorities, including King James I, the new tobacco caught on quickly and saved the colony's economy.

In 1614, Rolfe's status as the promoter of tobacco persuaded Pocahontas's father and Virginia governor Thomas Dale to grant Rolfe permission to marry the Indian princess. Before her death in England, Pocahontas gave birth to a son, Thomas, whom an uncle in England raised.

Rolfe returned to Virginia, married again, and served on the colony's Council of State. He was killed by Indians in the Second Anglo-Powhatan War (1622). In 1640, his son, Thomas, returned to Virginia, where his many descendants continued to live.

Quote: "Likewise, add hereunto her great appearance of love to me, her desire to be taught and instructed in the knowledge of God, her capableness of understanding, and her aptness and willingness to receive any good impression, besides her own incitements stirring me up." (Letter to Governor Thomas Dale, 1614, explaining reasons for wanting to marry Pocahontas.)

Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|-------------------------|---|
| 1. Powhatan | A. Founded as a haven for Roman Catholics |
| 2. Raleigh and Gilbert | B. Indian leader who ruled tribes in the James River area of Virginia |
| 3. Roanoke | C. Harsh military governor of Virginia who employed "Irish tactics" against the Indians |
| 4. Smith and Rolfe | D. British West Indian sugar colonies where large-scale plantations and slavery took root |
| 5. Virginia | E. Founded as a refuge for debtors by philanthropists |
| 6. Maryland | F. Colony that was called "a vale of humility" between two mountains of conceit" |
| 7. Lord De La Warr | G. The unmarried ruler who led England to national glory |
| 8. Jamaica and Barbados | H. The Catholic aristocrat who sought to build a sanctuary for his fellow believers |
| 9. Lord Baltimore | I. The failed "lost colony" founded by Sir Walter Raleigh |
| 10. South Carolina | J. Riverbank site where Virginia Company settlers planted the first permanent English colony |
| 11. North Carolina | K. Colony that established a House of Burgesses in 1619 |
| 12. Georgia | L. Leaders who rescued Jamestown colonists from the "starving time" |
| 13. James Oglethorpe | M. Elizabethan courtiers who failed in their attempts to found New World colonies |
| 14. Elizabeth I | N. Philanthropic soldier-statesman who founded the Georgia colony |
| 15. Jamestown | O. Colony that turned to disease-resistant African slaves for labor in its extensive rice plantations |

Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

- | Cause | Effect |
|--|--|
| 1. The English victory over the Spanish Armada | A. Led to the two Anglo-Powhatan wars that virtually exterminated Virginia's Indian population |
| 2. The English law of primogeniture | B. Enabled England to gain control of the North Atlantic sea-lanes |
| 3. The enclosing of English pastures and cropland | C. Forced gold-hungry colonists to work and saved them from total starvation. |
| 4. Lord De La Warr's use of brutal "Irish tactics" in Virginia | D. Led Lord Baltimore to establish the Maryland colony |
| 5. The English government's persecution of Roman Catholics | E. Led to the founding of the independent-minded North Carolina colony |
| 6. The slave codes of England's Barbados colony | F. Led many younger sons of the gentry to seek their fortunes in exploration and colonization |
| 7. John Smith's stern leadership in Virginia | G. Contributed to the formation of powerful Indian coalitions like the Iroquois and the Algonquins |
| 8. The English settlers' near-destruction of small Indian tribes | H. Kept the buffer colony poor and largely unpopulated for a long time |
| 9. The flight of poor farmers and religious dissenters from planter-run Virginia | I. Became the legal basis for slavery in North America |
| 10. Georgia's unhealthy climate, restrictions on slavery, and vulnerability to Spanish attacks | J. Forced numerous laborers off the land and sent them looking for opportunities elsewhere |

The Planting of English America, 1500-1733

Identification

Supply the correct identification for each numbered description.

- Nation where English Protestant rulers employed brutal tactics against the local Catholic population
- Island colony founded by Sir Walter Raleigh that mysteriously disappeared in the 1580s
- Naval invaders defeated by English "sea dogs" in 1588
- Forerunner of the modern corporation that enabled investors to pool financial capital for colonial ventures
- Name of two wars, fought in 1614 and 1644, between the English in Jamestown and the nearby Indian leader
- The harsh system of Barbados laws governing African labor officially adopted by South Carolina in 1696
- Royal document granting a specified group the right to form a colony and guaranteeing settlers their rights as English citizens
- Penniless people obligated to forced labor for a fixed number of years, often in exchange for passage to the New World or other benefits
- Powerful Indian confederation of New York and the Great Lakes area comprised of several peoples (not the Algonquins)
- Poor farmers in North Carolina and elsewhere who occupied land and raised crops without gaining legal title to the soil
- Term for a colony under direct control of the English crown
- The primary staple crop of early Virginia, Maryland, and North Carolina
- The only southern colony with a slave majority
- The primary plantation crop of South Carolina
- A melting-pot town in early colonial Georgia

Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- A surprising naval victory by the English inspires a burst of national pride and paves the way for colonization.
- A Catholic aristocrat founds a colony as a haven for his fellow believers.
- Settlers from the West Indies found a colony on the North American mainland.
- An English colony is founded by philanthropists as a haven for imprisoned debtors.
- A company of investors launches a disaster-stricken but permanent English colony along a mosquito-infested river.

Multiple Choice

Select the best answer and write the proper letter in the space provided.

1. After decades of religious turmoil, Protestantism finally gained permanent dominance in England after the succession to the throne of
 - a. King Edward VI.
 - b. Queen Mary I.
 - c. Queen Elizabeth I.
 - d. King James I.
2. Imperial England and English soldiers developed a contemptuous attitude toward "natives" partly through their colonizing experiences in
 - a. Canada.
 - b. Spain.
 - c. India.
 - d. Ireland.
3. England's victory over the Spanish Armada gave it
 - a. control of the Spanish colonies in the New World.
 - b. dominance of the Atlantic Ocean and a vibrant sense of nationalism.
 - c. a stable social order and economy.
 - d. effective control of the African slave trade.
4. At the time of the first colonization efforts, England
 - a. was struggling under the political domination of Spain.
 - b. was enjoying a period of social and economic stability.
 - c. was undergoing rapid economic and social transformations.
 - d. was undergoing sharp political conflicts between advocates of republicanism and the monarchy of Elizabeth I.
5. Many of the early Puritan settlers of America were
 - a. displaced sailors from Liverpool and Bath.
 - b. merchants and shopkeepers from the Midlands.
 - c. urban laborers from Glasgow and Edinburgh.
 - d. uprooted sheep farmers from eastern and western England.
6. England's first colony at Jamestown
 - a. was an immediate economic success.
 - b. was saved from failure by John Smith's leadership and by John Rolfe's introduction of tobacco.
 - c. enjoyed the strong and continual support of King James I.
 - d. depended on the introduction of African slave labor for its survival.
7. Representative government was first introduced to America in the colony of
 - a. Virginia.
 - b. Maryland.
 - c. North Carolina.
 - d. Georgia.
8. One important difference between the founding of the Virginia and Maryland colonies was that
 - a. Virginia colonists were willing to come only if they could acquire their own land, while Maryland colonists labored for their landlords.
 - b. Virginia depended primarily on its tobacco economy, while Maryland turned to rice cultivation.
 - c. Virginia depended on African slave labor, while Maryland relied mainly on white indentured servitude.
 - d. Virginia was founded mainly as an economic venture, while Maryland was intended partly to secure religious freedom for persecuted Roman Catholics.
9. After the Act of Toleration in 1649, Maryland provided religious freedom for all
 - a. Jews.
 - b. atheists.
 - c. Protestants and Catholics.
 - d. those who denied the divinity of Jesus.

10. The primary reason that no new colonies were founded between 1624 and 1670 was
 - a. the severe economic conditions in Virginia and Maryland.
 - b. the civil war in England.
 - c. the continuous naval conflicts between Spain and England that disrupted sea-lanes.
 - d. the English kings' increasing hostility to colonial ventures.
 11. The early conflicts between English settlers and the Indians near Jamestown laid the basis for
 - a. the intermarriage of white settlers and Indians.
 - b. the incorporation of Indians into the "melting-pot" of American culture.
 - c. the forced separation of the Indians into the separate territories of the "reservation system."
 - d. the use of Indians as a slave-labor force on white plantations.
 12. In colonial English-Indian relations, the term "middle ground" referred to
 - a. The neutral territory between English soldiers and warring Indian tribes.
 - b. The area around the Great Lakes that was contested by the English and French forces.
 - c. The economic zone where English and Indian traders met to exchange furs for manufactured goods.
 - d. The cultural zone where Indians and whites were forced to accommodate one another by shared practices that included intermarriage.
 13. After the defeat of the coastal Tuscarora and Yamasee Indians by North Carolinians in 1711-1715,
 - a. there were almost no Indians left east of the Mississippi River.
 - b. the remaining southeastern Indian tribes formed an alliance to wage warfare against the whites.
 - c. the powerful Creeks, Cherokees, and Iroquois remained in the Appalachian Mountains as a barrier against white settlement.
 - d. the remaining coastal Indians migrated to the West Indies.
 14. Most of the early white settlers in North Carolina were
 - a. religious dissenters and poor whites fleeing aristocratic Virginia.
 - b. wealthy planters from the West Indies.
 - c. the younger, ambitious sons of English gentry.
 - d. ex-convicts and debtors released from English prisons.
 15. The high-minded philanthropists who founded the Georgia colony were especially interested in the causes of
 - a. women's rights and labor reform.
 - b. temperance and opposition to war.
 - c. prison reform and avoiding slavery.
 - d. religious and political freedom.
- True-False**
Where the statement is true, mark T. Where it is false, mark F, and correct it in the space immediately below.
1. Protestant England's early colonial ambitions were fueled by its religious rivalry with Catholic Spain.
 2. The earliest English colonization efforts experienced surprising success.
 3. The defeat of the Spanish Armada was important to North American colonization because it enabled England to conquer Spain's New World empire.
 4. Among the English, citizens most interested in colonization were unemployed yeomen and the younger sons of the gentry.
 5. Originally, the primary purpose of the joint-stock Virginia Company was to provide for the well-being of the freeborn English settlers in the colony.
 6. The defeat of Powhatan's Indian forces in Virginia was achieved partly by Lord De La Warr's use of brutal "Irish tactics."
 7. The primary factor disrupting Indian cultures in the early years of English settlement was the introduction of Christianity.
 8. The Maryland colony was founded to establish a religious refuge for persecuted English Quakers.

9. From the time of its founding, South Carolina had close economic ties with the British West Indies.

10. The principal export crop of the Carolinians in the early 1700s was wheat.

11. South Carolina prospered partly by selling African slaves in the West Indies.

12. In their early years, North Carolina and Georgia avoided reliance on slavery.

13. Compared with its neighbors Virginia and South Carolina, North Carolina was more democratic and individualistic in social outlook.

14. Britain valued the Georgia colony primarily as a rich source of gold and timber.

15. All the southern colonies eventually came to rely on staple-crop plantation agriculture for their economic prosperity.

Settling the Northern Colonies, 1619–1700

CHAPTER 3

CHAPTER THEMES

Theme: Religious and political turmoil in England shaped settlement in New England and the middle colonies. Religious persecution in England pushed the Separatists into Plymouth and Quakers into Pennsylvania. England's Glorious Revolution also prompted changes in the colonies.

Theme: The Protestant Reformation, in its English Calvinist (Reformed) version, provided the major impetus and leadership for the settlement of New England. The New England colonies developed a fairly homogeneous social order based on religion and semicomunal family and town settlements.

Theme: Principles of American government developed in New England with the beginnings of written constitutions (Mayflower Compact and Massachusetts's royal charter) and with glimpses of self-rule seen in town hall meetings, the New England Confederation, and colonial opposition to the Dominion of New England.

Theme: The middle colonies of New Netherland (New York), Pennsylvania, New Jersey, and Delaware developed with far greater political, ethnic, religious, and social diversity, and they represented a more cosmopolitan middle ground between the tightly knit New England towns and the scattered, hierarchical plantation South.

CHAPTER SUMMARY

The New England colonies were founded by English Puritans. While most Puritans sought to “purify” the Church of England from within, and not to break away from it, a small group of Separatists—the Pilgrims—founded the first small, pious Plymouth Colony in New England. More important was the larger group of nonseparating Puritans, led by John Winthrop, who founded the Massachusetts Bay Colony as part of the “great migration” of Puritans fleeing persecution in England in the 1630s.

A strong sense of common purpose among the first settlers shaped the Massachusetts Bay Colony. Because of the close alignment of religion and politics in the colony, those who challenged religious orthodoxy, among them Anne Hutchinson and Roger Williams, were considered guilty of sedition and driven out of Massachusetts. The banished Williams founded Rhode Island, by far the most religiously and politically tolerant of the colonies. Other New England settlements, all originating in Massachusetts Bay, were established in Connecticut, Maine, and New Hampshire. Although they shared a common way of life, the New England colonies developed with a substantial degree of independence.

The middle colonies took shape quite differently. New York, founded as New Netherland by the Dutch and later conquered by England, was economically and ethnically diverse, socially hierarchical, and politically quarrelsome. Pennsylvania, founded as a Quaker haven by William Penn, also attracted an economically ambitious and politically troublesome population of diverse ethnic groups.

With their economic variety, ethnic diversity, and political factionalism, the middle colonies were the most typically “American” of England’s thirteen Atlantic seaboard colonies.

QUESTIONS FOR CLASS DISCUSSION

1. Did the Puritans really come to America seeking religious freedom? How did they reconcile their own religious dissent from the Church of England with their persecution of dissenters like Hutchinson and Williams? Does their outlook make them hypocrites?
2. How were government and religion—or church and state—related in New England and the middle colonies? How does the colonial view of these matters compare with more recent understandings?
3. Was an American Revolution separating the colonies from England inevitable after the Glorious Revolution had encouraged colonists to end the Dominion of New England, England's serious attempt at enforcing royal authority? Did England's "salutary neglect" contribute to future problems in its empire? How might have England been able to successfully enforce its rule on the colonies without causing rebellion?
4. Dutch colonization efforts in New Amsterdam most closely resembled English colonization efforts in which region: New England, the middle colonies, or the southern colonies? The Dutch had a powerful presence in the East Indies, so why were the Dutch less successful in the West Indies and North America? What is the lasting influence of the Dutch in English North America?
5. How does the founding of the New England colonies compare with the origin of the middle colonies? In what ways were New England and the middle colonies each like the South, and in what ways were they different?
6. In what ways were the middle colonies of New York more “open” and diverse than New England? In what ways were they less democratic?
7. How did different events in England affect the New England and middle colonies in the New World? Which was the most affected and least affected by events in the Old World: New England, middle colonies, or southern colonies?
8. What were the push and pull factors for immigrants coming to each region of English colonies (New England, the middle colonies, and the southern colonies)?

1. John Calvin
2. Anne Hutchinson
3. Roger Williams
4. Henry Hudson
5. William Bradford
6. Peter Stuyvesant
7. William Laud
8. Thomas Hooker
9. William Penn
10. John Winthrop
11. King Philip (Metacom)
12. John Cotton
13. Sir Edmund Andros
14. Gustavus Adolphus
15. William and Mary
16. Massasoit
17. Fernando Gorges
18. Myles Standish
19. Martin Luther
20. Michael Wigglesworth
21. Squanto
22. Fernando Gorges
23. the “elect”
24. franchise
25. predestination
26. freemen
27. “visible saints”
28. conversion
29. doctrine of a call
30. covenant
31. antinomianism
32. sumptuary laws
33. salutary neglect
34. passive resistance
35. “city upon a hill”
36. Protestant Reformation
37. Pilgrims
38. New England Confederation
39. Calvinism
40. Massachusetts Bay Company
41. Dominion of New England
42. *Institutes of the Christian Religion*
43. Navigation Laws
44. Great Migration
45. Glorious Revolution
46. Puritans
47. General Court
48. Dutch West India Company
49. Separatists
50. Bible Commonwealth
51. Quakers (Religious Society of Friends)
52. *Mayflower*
53. Protestant ethic
54. Mayflower Compact
55. *Fundamental Orders*

CHARACTER SKETCHES

John Winthrop (1588–1649)

John Winthrop was the leader of the great Puritan migration to Massachusetts Bay in 1630 and the dominant influence in the early colony. His personality and political policies reflected the complex nature of New England Puritanism: intense, high-minded, sober, driven, intellectual, intolerant.

A very well-off country gentleman and attorney, Winthrop began to experience career difficulties in England because of his strong Puritan leanings. He grew deeply pessimistic about the future, especially after the dismissal of Parliament in 1629, and joined as one of the twelve influential Puritans who organized the migration to the New World.

Winthrop was elected governor before sailing on the *Arbella* (1630) and reelected nearly every year until his death. Pious, humorless, and extremely stern toward dissenters, he skillfully managed the colony's affairs, successfully negotiating with Puritans and others in England—while putting Massachusetts Bay on a sound economic and political footing.

Quote: “The Lord will be our God and delight to dwell among us as his own people and will command a blessing upon us all in our ways.... And he shall make us a praise and glory, that men shall say of succeeding plantations: the Lord make it like that of New England. For we must consider that we shall be as a City upon a Hill; the eyes of all people are upon us.” (Sermon aboard the *Arbella*, 1630)

REFERENCE: Lee Schwenger, *John Winthrop* (1990).

Anne Hutchinson (1591–1643)

Anne Hutchinson was the strong-minded religious dissenter whose challenge to Massachusetts Bay authorities from 1636 to 1638 shook the infant colony to its foundation and led to her banishment.

The second of thirteen children of a Puritan minister, from whom she received a strong education in theology and Scripture, she married William Hutchinson, a well-to-do merchant, and bore fourteen children between 1613 and 1636, of whom eleven survived infancy.

Hutchinson's twice-weekly meetings in her home to discuss sermons and Scripture won her an enthusiastic following throughout Massachusetts Bay, and for a time it appeared that she and her clerical allies might take over the colony. But her enemies gained control of the General Court in 1637, and she was excommunicated from the church and banished from the colony, despite her clever defense. She first went to Rhode Island, but after her husband died in 1642, she moved with her children to Pelham, New Netherland (now in the Bronx), where she and all but one of her children were killed by Indians in 1643.

Quote:

Court: “See how your argument stands. Priscilla, with her husband, took Apollo home to instruct him privately. Therefore Mistress Hutchinson, without her husband, may teach sixty or eighty.”

Hutchinson: “I call them not, but if they come to me, I may instruct them.”

Court: “Yet you show us not a rule.”

Hutchinson: “I have given you two places of Scripture.”

Court: “But neither of them will suit your practice.”

Hutchinson: “Must I show you my name written therein?”

(Excerpt from Hutchinsons's trial, 1637)

REFERENCE: Amy Schrager Lang, *Prophetic Woman: Anne Hutchinson and the Problem of Dissent in the Literature of New England* (1987).

William Penn (1644–1718)

Although this English Quaker who founded Pennsylvania engaged in frequent quarrels with the colony's settlers, his basic policies of liberality, tolerance, and free immigration had a lasting effect on Pennsylvania and eventually on other American colonies, as well.

In his youth, Penn developed nonconformist religious leanings that angered his father, the great Admiral Sir William Penn, and eventually landed the younger Penn in the Tower of London. Reconciled to his father on Sir William's deathbed, he obtained the charter for Pennsylvania because of debts owed to his father by King Charles II.

Although Pennsylvania was a great economic success, Penn benefited little from it. His friendship with King James II caused him to lose political influence after the Glorious Revolution, and his dissolute son wasted much of his fortune, so that he ended up in debtor's prison.

Penn was considered handsome, courtly, and well read—a remarkable combination of religious visionary, charming courtier, and practical statesman. In the words of a contemporary: “a man of great abilities, of an excellent disposition, quick of thought and ready of utterance, full of true discipleship, even Love, without dissimulation.”

Quote: “I am sorry at heart for your animosities. For the love of God, me, and the poor country, be not so governmentish, so noisy, and so open in your dissatisfactions.” (Letter to settlers, 1701)

Matching People, Places, and Events

Match the person, place or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|-----------------------------------|---|
| _____ 1. Martin Luther | A. Dominant religious group in Massachusetts Bay |
| _____ 2. John Calvin | B. Founder of the most tolerant and democratic of the middle colonies |
| _____ 3. Massachusetts | C. Mass flight by religious dissenters from the persecutions of Archbishop Laud and Charles I |
| _____ 4. Plymouth | D. Small colony that eventually merged into Massachusetts Bay |
| _____ 5. Massachusetts Bay Colony | E. Religious dissenter convicted of the heresy of antinomianism |
| _____ 6. John Winthrop | F. Indian leader who waged an unsuccessful war against New England |
| _____ 7. Great Puritan Migration | G. German monk who began Protestant Reformation |
| _____ 8. General Court | H. Religious group persecuted in Massachusetts and New York but not in Pennsylvania |
| _____ 9. Puritans | I. Representative assembly of Massachusetts Bay |
| _____ 10. Quakers | J. Promoter of Massachusetts Bay as a holy "city upon a hill" |
| _____ 11. Anne Hutchinson | K. Conqueror of New Sweden who later lost New Netherland to the English |
| _____ 12. Roger Williams | L. Reformer whose religious ideas inspired English Puritans, Scotch Presbyterians, French Huguenots, and Dutch Reformed Wampanoag chiefdom who befriended English colonists |
| _____ 13. King Philip | M. Colony whose government sought to enforce God's law on believers and unbelievers alike |
| _____ 14. Peter Stuyvesant | N. Radical founder of the most tolerant New England colony |
| _____ 15. William Penn | O. |

Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

- | Cause | Effect |
|--|---|
| _____ 1. Charles I's persecution of the Puritans | A. Led to overthrow of Andros's Dominion of New England |
| _____ 2. Puritans' belief that their government was based on a covenant with God | B. Encouraged development of Pennsylvania, New York, and New Jersey as rich, grain-growing "bread colonies" |
| _____ 3. Puritan persecution of religious dissenters like Roger Williams | C. Secured political control of New York for a few aristocratic families |
| _____ 4. The Glorious Revolution | D. Spurred formation of the Massachusetts Bay Company and mass migration to New England |
| _____ 5. King Philip's War | E. Encouraged large-scale foreign immigration to Pennsylvania |
| _____ 6. The Dutch West India Company's search for quick profits | F. Led to restriction of political participation in colonial Massachusetts to "visible saints" |
| _____ 7. Dutch and English creation of vast Hudson Valley estates | G. Spurred William Penn's founding of Pennsylvania |
| _____ 8. The English government's persecution of Quakers | H. Meant that New Netherland was run as an authoritarian fur trading venture |
| _____ 9. William Penn's liberal religious and immigration policies | I. Ended New England Indians' attempts to halt white expansion |
| _____ 10. The middle colonies' cultivation of broad, fertile river valleys | J. Led to the founding of Rhode Island as a haven for unorthodox faiths |

Settling the Northern Colonies, 1619-1700

Identification

Supply the correct identification for each numbered description.

- | | |
|-----------|--|
| _____ 1. | Sixteenth-century religious reform movement begun by Martin Luther |
| _____ 2. | English Calvinists who sought a thorough cleansing from within the Church of England |
| _____ 3. | Radical Calvinists who considered the Church of England so corrupt that they broke with it and formed their own independent churches |
| _____ 4. | The shipboard agreement by the Pilgrim Fathers to establish a body politic and submit to majority rule |
| _____ 5. | Puritans' term for their belief that Massachusetts Bay had a special arrangement with God to become a holy society |
| _____ 6. | Charles I's political action of 1629 that led to persecution of the Puritans and the formation of the Massachusetts Bay Company |
| _____ 7. | The <i>Plymouth</i> nonfarming industries of Massachusetts Bay |
| _____ 8. | Anne Hutchinson's heretical belief that the truly saved need not obey human or divine law |
| _____ 9. | Common fate of Roger Williams and Anne Hutchinson after they were convicted of heresy in Massachusetts Bay |
| _____ 10. | Villages where New England Indians who converted to Christianity were gathered |
| _____ 11. | Successful military action by the colonies united in the New England Confederation |
| _____ 12. | English revolt that also led to the overthrow of the Dominion of New England in America |
| _____ 13. | River valley where vast estates created an aristocratic landholding elite in New Netherland and New York |
| _____ 14. | Required, sworn statements of loyalty or religious belief, resisted by Quakers |
| _____ 15. | Common activity in which the colonists engaged to avoid the restrictive, unpopular Navigation Laws |

Putting Things in Order

Put the following events in correct order by numbering them from 1 to 10.

- | | |
|-------|--|
| _____ | New England Confederation achieves a notable military success. |
| _____ | English separatists migrate from Holland to America. |
| _____ | Swedish colony on Delaware River is conquered by Dutch neighbor. |
| _____ | Manhattan Island is acquired by non-English settlers. |
| _____ | Protestant Reformation begins in Europe and England. |
| _____ | Quaker son of an English admiral obtains a royal charter for a colony. |
| _____ | Puritans bring a thousand immigrants and a charter to America. |
| _____ | England conquers a colony on the Hudson River. |
| _____ | Convicted Massachusetts Bay heretic founds a colony as a haven for dissenters. |
| _____ | James II is overthrown in England and Edmund Andros is overthrown in America. |

Multiple Choice

Select the best answer and write the proper letter in the space provided.

1. The principal motivation shaping the earliest settlements in New England was
a. the desire for political freedom.
b. religious commitment and devotion.
c. economic opportunity and the chance for a better life.
d. a spirit of adventure and interest in exploring the New World.
2. Compared with the Plymouth Colony, the Massachusetts Bay Colony was
a. dedicated to complete separation from the Church of England.
b. afflicted with corrupt and incompetent leaders.
c. more focused on religious rather than political liberty.
d. larger and more prosperous economically.
3. One reason that the Massachusetts Bay Colony was not a true democracy is that
a. only church members could vote for the governor and the General Court.
b. political offices were dominated by the clergy.
c. people were not permitted to discuss issues freely in their own towns.
d. the governor and his assistants were appointed rather than elected.
4. The most distinctive feature of the Rhode Island Colony was that
a. it enjoyed the most complete religious freedom of all the English colonies.
b. it secured an official charter from England.
c. it contained a high proportion of well-educated and well-off colonists.
d. it had a strong common sense of religious purpose.
5. Before the first English settlements in New England, Indians in the region had been devastated by
a. constant warfare with the French.
b. harsh weather that reduced the corn harvests and caused severe famine.
c. disease epidemics caused by contact with English fishermen.
d. intertribal conflicts caused by disputes over hunting grounds.
6. The Indian tribe that first encountered the Pilgrim colonists in New England were the
a. Iroquois.
b. Wampanoags.
c. Narragansetts.
d. Hurons.
7. The Puritan missionary efforts to convert Indians to Christianity were
a. weak and mostly unsuccessful.
b. initially successful but undermined by constant warfare.
c. similar to the evangelistic efforts of the Catholic Spanish and French.
d. developed only after the Indians were defeated and confined to reservations.
8. King Philip's War represented
a. the first serious military conflict between New England colonists and the English King.
b. an example of the disastrous divisions among the Wampanoags, Pequot, and Narragansetts.
c. the last major Indian effort to halt New Englanders' encroachment on their lands.
d. a relatively minor conflict in terms of actual fighting and casualties.
9. The primary value of the New England Confederation lay in
a. restoring harmony between Rhode Island and the other New England colonies.
b. promoting better relations between New England colonists and their Indian neighbors.
c. providing the first small step on the road to intercolonial cooperation.
d. defending colonial rights against increasing pressure from the English monarchy.
10. The event that sparked the collapse of the Dominion of New England was
a. King Philip's War.
b. the revocation of the Massachusetts Bay Colony's charter.
c. Governor Andros's harsh attacks on colonial liberties.
d. the Glorious Revolution in England.
11. The Dutch Colony of New Netherland
a. was harshly and undemocratically governed.
b. contained little ethnic diversity.
c. was developed as a haven for Dutch Calvinists.
d. enjoyed prosperity and peace under the policies of the Dutch West India Company.
12. The short-lived colony conquered by Dutch New Netherland in 1655 was
a. New Jersey.
b. New France.
c. New England.
d. New Sweden.
13. William Penn's colony of Pennsylvania
a. sought settlers primarily from England and Scotland.
b. experienced continuing warfare with neighboring Indian tribes.
c. actively sought settlers from Germany and other non-British countries.
d. set up the Quaker religion as its tax-supported established church.
14. Besides Pennsylvania, Quakers were also heavily involved in the early settlement of both
a. New Jersey and New York.
b. New Jersey and Delaware.
c. New Netherland and New York.
d. Maryland and Delaware.
15. The middle colonies of New York, New Jersey, Pennsylvania, and Delaware
a. depended almost entirely on industry rather than agriculture for their prosperity.
b. all had powerful established churches that suppressed religious dissenters.
c. relied heavily on slave labor in agriculture.
d. had more ethnic diversity than either New England or the southern colonies.

True-False

Where the statement is true, mark **T**. Where it is false, mark **F**, and correct it in the space immediately below.

1. The most fervent Puritans believed that the Church of England was corrupt because it did not restrict its membership to "visible saints" who had experienced conversion.
2. The Puritans all wanted to break away from the Church of England and establish a new "purified" church.
3. The large, separatist Plymouth Colony strongly influenced Puritan Massachusetts Bay.
4. Massachusetts Bay restricted the vote for elections to the General Court to adult male members of the Congregational Church.
5. Roger Williams and Anne Hutchinson were both banished for organizing political rebellions against the Massachusetts Bay authorities.
6. Rhode Island was the most religiously and politically tolerant of the New England colonies.
7. The Wampanoag people of New England initially befriended the English colonists.
8. Edmund Andros's autocratic Dominion of New England was overthrown in connection with the Glorious Revolution in England.
9. King Philip's War enabled New England's Indians to recover their numbers and morale.
10. New York became the most democratic and economically equal of the middle colonies.
11. Dutch New Netherland was conquered in 1664 by Sweden.
12. William Penn originally planned his Pennsylvania colony to be exclusively a refuge for his fellow Quakers.
13. William Penn's benevolent Indian policies were supported by non-Quaker immigrants to Pennsylvania.
14. The middle colonies' broad, fertile river valleys enabled them to develop a richer agricultural economy than that of New England.
15. The middle colonies were characterized by tightly knit, ethnically homogeneous communities that shared a common sense of religious purpose.