

# Unit 1: The Columbian Exchange and Colonial America

**The Big Idea:** Between 1607 and 1763, the British North American colonies developed experience in, and the expectation of self government in the political, religious, economic, and social aspects of life.

**Objectives:** Students will...

1. Examine economic, political, and religious conditions in Europe which lead to the exploration and colonization of the new World.
2. Evaluate the impact of the Columbian Exchange on the people of Africa, Europe, and the Americas.
3. Analyze the Spanish, French, and English colonies including their affect on Native Americans, resistance to colonial rule, and their influence on culture and government in the Western Hemisphere.
4. Analyze the Jamestown, Plymouth, and Massachusetts Bay colonies, including motivation for emigration, methods of settlement, governance, economic development, and leaders including a comparison of the family structure, education, religion, social hierarchy, government, and economy in New England and the Chesapeake.
5. Analyze the development of slavery in America, compare the status of slaves with indentured servants, and draw inferences from Jamestown laws regulating slaves & indentured servants.
6. Analyze the extent of the growth of democracy in Colonial America using Colonial legal documents and court cases.
7. Identify the contributions of various racial and ethnic groups to 18<sup>th</sup> century colonial life and compare 18<sup>th</sup> century colonial life with today including marriage, division of labor, family, where and how people lived, and leisure activities.
8. Analyze the role of religion in Colonial America and the causes and effects of the Great Awakening.
9. Understand the nature of history, the problems of collecting and evaluating evidence, divergent historical perspectives, and the process of making logical inferences.
10. Recognize sources as primary or secondary, draw inferences from sources, and use sources to support a written or oral thesis.
11. Develop a strong thesis statement, organize facts and analysis into a concise outline; and write a Free Response essay that is rich in content and analysis.

**W/8/19: Introduction to the Class**

Handout: Course Syllabus

**Handout: AP Central Themes & Outline of U.S. History.**

**Handout: Note Taking Strategy: Cornell Notes**

**F/8/21: Nature of History, Historiography & Historical Evidence**

Reading Assignment Due: Brinkley, *American History, A Survey*, Chapter 1, pp. 2-31.

**Handout: Analyzing Secondary Sources.**

**Handout: Notetaking & Discussion Strategy Reading Pods**

**Handout: Historiography of American History**

**T/8/25: Clash of Cultures: The European Conquest of the Americas**

Reading Assignment Due: Graebner, *The American Record*, Vol. 1, "The European Conquest of America," pp. 1-32.

Lecture: Pre-Columbian Societies in Europe, Africa, & the Americas.

**Handout: Notetaking Strategy Inner Voice**

**King Philip's War:** 1675 - A series of battles in New Hampshire between the colonists and the Wompanoags, led by Metacom, a chief also known as King Philip. The war was started when the Massachusetts government tried to assert court jurisdiction over the local Indians. The colonists won with the help of the Mohawks, and this victory opened up additional Indian lands for expansion.

**Pequot War:** armed conflict in 1637 between an alliance of Massachusetts Bay and Plymouth colonies, with American Indian allies (the Narragansett, and Mohegan Indians), against the Pequot Indians. This war saw the elimination of the Pequot in New England, and is exemplary of the Puritan use of genocide towards Native Americans.

**Pueblo Revolt:** 1680 rebellion of Native Americans in Northwestern province of Spanish America, caused by Spanish attempt to eliminate all Kachina (dolls that represented guardian spirits) worship. The Native American victory allowed the Hopi to continue to practice their own religion along with Christianity and led to reforms in Spanish policies towards Native Americans.

**TH/8/27: Jamestown & Early Virginia**

Reading Assignments Due Davidson, "Serving Time in Virginia" pp. 1-23.

Lecture: Examination of the Transatlantic Slave Trade

**Headright system:** Headrights were parcels of land consisting of about 50 acres which were given to colonists who brought indentured servants into America. They were used by the Virginia Company to attract more colonists.

**John Smith:** Helped found and govern Jamestown. His leadership and strict discipline helped the Virginia colony get through the difficult first winter.

**John Rolfe:** He was one of the English settlers at Jamestown (and he married Pocahontas). He discovered how to successfully grow tobacco in Virginia and cure it for export, which made Virginia an economically successful colony.

**M/8/31: Patterns of Colonial Settlement**

Reading Assignment Due: Brinkley, pp. 32-62.

Lecture: Regional Colonial Patterns of Settlement

**Handout: Getting the Most Out of Narrative Text: Story Mapping—the History Frame.**

**James Oglethorpe:** Founder and governor of the Georgia colony. He ran a tightly-disciplined, military-like colony. Slaves, alcohol, and Catholicism were forbidden in his colony. Many colonists felt that Oglethorpe was a dictator, and that (along with the colonist's dissatisfaction over not being allowed to own slaves) caused the colony to break down and Oglethorpe to lose his position as governor.

**William Penn:** 1681- William Penn received a land grant from King Charles II, and used it to form a colony that would provide a haven for Quakers. His colony, Pennsylvania, allowed religious freedom. William Penn allowed anyone to emigrate to Pennsylvania, in order to provide a haven for persecuted religions.

**Peter Stuyvesant:** The governor of the Dutch colony of New Amsterdam, hated by the colonists. They surrendered the colony to the English on Sept. 8, 1664.

**Lord Baltimore:** Founded the colony of Maryland and offered religious freedom to all Christian colonists. He did so because he knew that members of his own religion (Catholicism) would be a minority in the colony.

**Huguenots:** French Protestants. The Edict of Nantes (1598) freed them from persecution in France, but when that was revoked in the late 1700s, hundreds of thousands of Huguenots fled to other countries, including America

#### **W/9/2: The Puritan Influence on America**

Reading Assignment Due: Graebner, "Puritan Order," pp. 53-76.

Lecture: How Separation of Church & State Evolved in Puritan and Quaker Communities.

**Handout: The APPARTS Strategy.**

**William Bradford:** A Pilgrim, the second governor of the Plymouth colony, 1621-1657. He developed private land ownership and helped colonists get out of debt. He helped the colony survive droughts, crop failures, and Indian attacks.

**Cambridge Agreement:** 1629 - The Puritan stockholders of the Massachusetts Bay Company agreed to emigrate to New England on the condition that they would have control of the government of the colony.

**Church of England (Anglican Church):** The national church of England, founded by King Henry VIII. It included both Roman Catholic and Protestant ideas.

**John Winthrop:** (1588-1649), 1629 - He became the first governor of the Massachusetts Bay colony, and served in that capacity from 1630 through 1649. A Puritan with strong religious beliefs. He opposed total democracy, believing the colony was best governed by a small group of skillful leaders. He helped organize the New England Confederation in 1643 and served as its first president.

**Separatists, non-separatists:** Non-separatists (which included the Puritans) believed that the Church of England could be purified through reforms. Separatists (which included the Pilgrims) believed that the Church of England could not be reformed, and so started their own congregations.

**Anne Hutchinson:** She preached the idea that God communicated directly to individuals instead of through the church elders. She was forced to leave Massachusetts in 1637. Her followers (the Antinomianists) founded the colony of New Hampshire in 1639.

**Roger Williams,** Rhode Island, 1635 - He left the Massachusetts colony and purchased the land from a neighboring Indian tribe to found the colony of Rhode Island. Rhode Island was the only colony at that time to offer complete religious freedom.

**Half-way Covenant:** The Half-way Covenant applied to those members of the Puritan colonies who were the children of church members, but who hadn't achieved grace themselves. The covenant allowed them to participate in some church affairs.

#### **F/9/4: Development of Colonial Economy, Society & Religion**

Reading Assignment Due: Brinkley, pp. 64-98

Lecture: How to write a Free-Response Essay.

**Handout: The Difference between an English & History Thesis Statement.**

**Handout: How to Write a Free Response Essay Question.**

**Handout: Generic Rubric for the Free Response Essay**

**Harvard:** 1636 - Founded by a grant from the Massachusetts general court. Followed Puritan beliefs

**Great Awakening (1739-1744)**

Puritanism had declined by the 1730s, and people were upset about the decline in religious piety. The Great Awakening was a sudden outbreak of religious fervor that swept through the colonies. One of the first events to unify the colonies.

**Jonathan Edwards, *Sinners in the Hands of an Angry God, a Careful and Strict Inquiry Into...That Freedom of Will***

Part of the Great Awakening, Edwards gave gripping sermons about sin and the torments of Hell.

**George Whitefield:** Credited with starting the Great Awakening, also a leader of the "New Lights."

**William Tennant:** A strong Presbyterian minister and leader during the Great Awakening. Founded a college for the training of Presbyterian ministers in 1726.

**Gilbert Tennant:** William Tennant's son. Developed a theology of revivalism.

**Mercantilism:** features, rationale, impact on Great Britain, impact on the colonies

Mercantilism was the economic policy of Europe in the 1500s through 1700s. The government exercised control over industry and trade with the idea that national strength and economic security comes from exporting more than is imported. Possession of colonies provided countries both with sources of raw materials and markets for their manufactured goods. Great Britain exported goods and forced the colonies to buy them.

**Primogeniture & Entail:** These were the two British legal doctrines governing the inheritance of property. Primogeniture required that a man's real property pass in its entirety to his oldest son. Entail required that property could only be left to direct descendants (usually sons), and not to persons outside of the family.

**Poor Richard's Almanack:** first published 1732. Written by Benjamin Franklin, it was filled with witty, insightful, and funny bits of observation and common sense advice (the saying, "Early to bed, early to rise, makes a man healthy, wealthy, and wise," first appeared in this almanac). It was the most popular almanac in the colonies.

**Phillis Wheatley (1754-1784)**

An African domestic in the colonies, and a well-known colonial poet. Her poetry was ornate and elaborate.

**Ann Bradstreet:** (1612-1692) A Puritan and the first colonial poet to be published. The main subjects of her poetry were family, home, and religion.

## **W/9/9: Slavery & Indentured Servitude**

Reading Assignment Due: Graebner, "The Have-Nots in Colonial Society," pp. 77-107.

Website to Explore: "Selected Virginia Statutes Relating to Slavery and Indentured Servants." Virtual Jamestown. 2006. University of Virginia.

<<http://www.virtualjamestown.org/laws.html>>.

In class Comparison & Discussion: Slavery & Indentured Servitude.

**Handout: Gathering & Evaluating Evidence Using the Proposition/Support Outline.**

**Indentured servants:** People who could not afford passage to the colonies could become indentured servants. Another person would pay their passage, and in exchange, the indentured servant would serve that person for a set length of time (usually seven years) and then would be free.

**Triangular Trade:** The backbone of New England's economy during the colonial period. Ships from New England sailed first to Africa, exchanging New England rum for slaves. The slaves were shipped from Africa to the Caribbean (this was known as the Middle Passage, when many slaves died on the ships). In the Caribbean, the slaves were traded for sugar and molasses. Then the ships returned to New England, where the molasses were used to make rum.

## **F/9/11: The Growth of Democracy in Colonial America**

Writing Assignment Due: Historical Thesis Statements.

Website to Explore: "Pre-18th Century Documents." The Avalon Project. 2006. Yale Law School. <<http://www.yale.edu/lawweb/avalon/pre18.htm>>.

Lecture: The Growth of Democracy in Colonial America

**Mayflower Compact:** 1620 - The first agreement for self-government in America. It was signed by the 41 men on the *Mayflower* and set up a government for the Plymouth colony.

**Thomas Hooker:** Clergyman, one of the founders of Hartford. Called "the father of American democracy" because he said that people have a right to choose their magistrates.

**Fundamental Orders of Connecticut:** Set up a unified government for the towns of the Connecticut area (Windsor, Hartford, and Wethersfield). First constitution written in America.

**New England Confederation:** 1643 - Formed to provide for the defense of the four New England colonies, and also acted as a court in disputes between colonies.

**House of Burgesses:** 1619 - The Virginia House of Burgesses formed, the first legislative body in colonial America. Later other colonies would adopt houses of burgesses.

**Bacon's Rebellion:** 1676 - Nathaniel Bacon and other western Virginia settlers were angry at Virginia Governor Berkley for trying to appease the Doeg Indians after the Doegs attacked the western settlements. The frontiersmen formed an army, with Bacon as its leader, which defeated the Indians and then marched on Jamestown and burned the city. The rebellion ended suddenly when Bacon died of an illness.

### **Dominion of New England**

1686 - The British government combined the colonies of Massachusetts, Rhode Island, New Hampshire, and Connecticut into a single province headed by a royal governor (Andros). The Dominion ended in 1692, when the colonists revolted and drove out Governor Andros.

**Sir Edmond Andros:** Governor of the Dominion of New England from 1686 until 1692, when the colonists rebelled and forced him to return to England.

**Leisler's Rebellion:** 1689 - When King James II was dethroned and replaced by King William of the Netherlands, the colonists of New York rebelled and made Jacob Leisler, a militia officer, governor of New York. Leisler was hanged for treason when royal authority was reinstated in 1691, but the representative assembly which he founded remained part of the government of New York.

**Benjamin Franklin:** Printer, author, inventor, diplomat, statesman, and Founding Father. One of the few Americans who was highly respected in Europe, primarily due to his discoveries in the field of electricity.

**Maryland Act of Toleration:** 1649 - Ordered by Lord Baltimore after a Protestant was made governor of Maryland at the demand of the colony's large Protestant population. The act guaranteed religious freedom to all Christians.

**English Bill of Rights, 1689:** Drawn up by Parliament and presented to King William II and Queen Mary, it listed certain rights of the British people. It also limited the king's powers in taxing and prohibited the maintenance of a standing army in peacetime.

**"Salutary neglect"** Prime Minister Robert Walpole's policy in dealing with the American colonies. He was primarily concerned with British affairs and believed that unrestricted trade in the colonies would be more profitable for England than would taxation of the colonies. Also referred to the overall British tendency to allow the colonists to govern themselves.

**John Peter Zenger:** Zenger published articles critical of British governor William Cosby. He was taken to trial, but found not guilty. The trial set a precedent for freedom of the press in the colonies.

**Glorious Revolution, 1688:** King James II's policies, such as converting to catholicism, conducting a series of repressive trials known as the "Bloody Assizes," and maintaining a standing army, so outraged the people of England that Parliament asked him to resign and invited King William of the Netherlands (who became known as William II in England), to take over the throne. King James II left peacefully (after his troops deserted him) and King William II and his wife Queen Mary II took the throne without any war or bloodshed, hence the revolution was termed "glorious."

**Paxton Boys Uprising, 1763-64.** Pennsylvania frontiersmen - many of them from the town of Paxton - angered by the Eastern-dominated colonial Assembly's unwillingness to help in defense against Indian attacks, murdered some peaceful Indians (always easier than taking on warlike tribes) and marched on Philadelphia. They were persuaded to return to their homes by a group headed by Benjamin Franklin, who promised the Assembly would authorize paying bounties for Indian scalps.

**Regulator War, 1769-71.** Another east-west conflict, this one in North Carolina, triggered by the

dominance of the eastern counties. It culminated in the Battle of Alamance, where a thousand government troops beat a "Regulator" (rebel) force twice that size.

**T/9/15: British North America**

Writing Assignment Due: Free Response Essay Outline.

Unit Review: How to Answer Multiple Choice Essay Questions

**TH/9/17: Unit 1 Test:** Multiple Choice & Free Response Essay

### **A.P. U.S. History Free Response Questions**

1. Compare the ways in which TWO of the following reflected tensions in colonial society. (03)  
Bacon's Rebellion (1676)      Salem Witchcraft Trials (1692)  
Pueblo Revolt (1680)      Stono Rebellion (1739)
2. Compare the ways in which religion shaped the development of colonial society ( to 1740 ) in TWO of the following regions: (02)  
New England      Chesapeake      Middle Atlantic
3. Analyze the impact of the Atlantic trade routes established in the mid 1600's on economic development in the British North American colonies. Consider the period 1650-1750. (02)
4. Puritanism bore within itself the seeds of its own destruction. Apply this generalization. (74)
5. In the 17<sup>th</sup> Century, New England Puritans tried to create a model society. What were their aspirations, and to what extent were those aspirations fulfilled during the 17<sup>th</sup> Century? (83)
6. Between 1607 and 1763, Americans gained control of their political and economic institutions. To what extent and in what ways do you agree or disagree with this statement? (71)
7. What role did unfree labor play in colonial American society? (72)
8. Although many Northerners and Southerners came later to think of themselves as having separate civilizations, the Northern and Southern colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries were in fact more similar than different. Assess the validity of this statement. (75)
9. Although the 13 American colonies were founded at different times by people with different motives and with different forms of colonial charters and political organization, by the Revolution the 13 colonies had become remarkably similar. Assess the validity of this statement. (78)
10. Throughout the colonial period, economic concerns had more to do with the settling of British North America than did religious concerns. Assess the validity of this statement. (90)
11. To what extent and why did religious toleration increase in the American colonies during the 17<sup>th</sup> and 18<sup>th</sup> centuries? Answer with reference to three individuals, events, or movements in American religion during the 17<sup>th</sup> and 18<sup>th</sup> centuries. (81)

12. From 1600-1763, several European nations vied for control of the North American continent. Why did England win the struggle? (73)
13. Britain's wars for empire, far more than its mercantilist policies, dictated the economic fortunes of Britain's North American colonies in the 18<sup>th</sup> century. Assess the validity of this statement. (87)
14. For the period before 1750, analyze the ways in which Britain's policy of salutary neglect influenced the development of American society as illustrated in the following: (95)  
Legislative Assemblies      Commerce      Religion
15. Analyze the extent to which religious freedom existed in the British North American colonies prior to 1700. (98)
16. Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750. (00)  
British      French      Spanish
17. How did economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the southern colonies between 1607 and 1775? (01)
18. In what way did the French and Indian War (1754-1763) alter the political, economic, and ideological relations between Britain and its American colonies? (04)
19. Compare and contrast the ways in which economic development affected politics in Massachusetts and Virginia in the period from 1607-1750. (05)
20. Analyze the differences between the Spanish settlements in the Southwest and the English colonies in New England in the 17<sup>th</sup> century in terms of two of the following: (06)  
Politics      Economic Development  
Religion
21. Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s. (09)  
New England  
Chesapeake  
Spanish Southwest  
New York and New France

## *U.S. History Timeline: The Colonial Experience*

### **1492 Columbus discovers Caribbean Islands**

- 1494 Treaty of Tordesillas
- 1498 Vasco de Gama reaches India
- 1513 Balboa discovers the Pacific Ocean
- 1515-65 Spanish invade the North/South Americas
- 1520 Luther attacks Roman Catholicism
- 1521 Cortes captures Mexico City
- 1530 Calvin calls for religious reform
- 1533 Pizzaro conquerors Incas—Cuzco
- 1558 Elizabeth I becomes Queen of England
- 1588 Spanish Armada defeated by English
- 1590 Roanoke Island colony fails

### **1607 English begin settlement of Jamestown**

- 1608 French settle Quebec
- 1617 First tobacco shipped from Virginia

### **1619 First Africans arrive in Virginia**

### **1620 Pilgrims land in Massachusetts**

- 1622 Powhatan tribe attacks Virginia
- 1624 Dutch settle New York

### **1630 Puritan migration to Massachusetts**

- 1632 Maryland grant to Lord Baltimore
- 1635 Roger Williams banished from Massachusetts to R. Island
- 1636 Anne Hutchinson banished from Massachusetts to R. Island
- 1636 Founding of Harvard College
- 1637 Pequot War
- 1639 Fundamental Orders of Connecticut
- 1640 English Civil War ends migration
- 1643 New England Confederation formed

### **1649 Maryland Toleration Act**

- 1659 Hanging of Quakers in Boston
- 1660 Navigation Acts passed
  - Restoration of Charles II
- 1662 Halfway Covenant drafted
  - Connecticut granted charter
- 1663 Carolina charter granted to nobles
  - Rhode Island charter granted
- 1664 English capture New Netherlands & named it New York
- 1686 Dominion of New England formed

### **1692 Salem Witch Trials**

- 1732 Georgia chartered
- 1692 Salem witch trials
- 1700 Immigration of Germans & Scottish-Irish to America
- 1723 Slave riot in New York City
- 1730 Smallpox controversy

### **1734 Great Awakening begins**

- 1735 John Peter Zenger Case
- 1747 Ben Franklin publishes *Poor Richard's Almanac*
- 1754 French & Indian War Began
- 1760 Africans compose 20% of American society
- 1763 French & Indian War Ends
- 1767 Regulator Movement (South Carolina)