**Jurupa Hills**

**AP U.S. HISTORY SUMMER READING/ASSIGNMENTS**

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Students enrolled in AP U.S. History will need to complete summer assignments to be successful in the course when it begins in the fall. Please understand that the course is taught very similar to a Freshman/Sophomore level college survey course in U.S. History. The reading, writing, and analytical demands placed on the students in this course are substantial. We will move through content fairly quickly during the school year, on average we will cover about 2-3 chapters per week. Students will be expected to have a foundational knowledge of the American Colonies before the class begins in the fall.

**I. PART ONE**

Students must read **Chapters 1 – 5 outlines** by the beginning of school. Take **notes and create questions** that you would like to review for the first Unit. There will be a quiz on the first day of class. Answer the questions for each Chapter of information.

**II. PART TWO**

Students will need to turn in the following **two documents** on the first day of school:

1. **A completed colonial map.** This is located at the end of the chapter outlines.

The map should be labeled with the following information:

1. Identification of the different geographic regions of Colonial North America
   1. New England (Blue)
   2. Middle Colonies (Green)
   3. Chesapeake (Yellow)
   4. Southern Colonies (Red)
2. Identification of the major geographic entities in North America (e.g., major rivers, mountain ranges, etc.)
3. Identification of the thirteen original English colonies
4. Identification of major immigrant groups and where they settled within North America
5. **The Colonial America content frame.** This is located at the end of the packet.

This may completed digitally. You may also request a hard copy from Mrs. Santiago by May 23.

***This will be collected the first day of school.***

**The American Pageant, 13th Edition Textbook Notes – UNIT 1**

Notes/Questions:

**Chapter 01 - New World Beginnings**

I. The Shaping of North America

1. Recorded history began 6,000 years ago. It was 500 years ago that Europeans set foot on the Americas to begin colonization
2. The theory of Pangaea exists suggesting that the continents were once nestled together into one mega-continent. They then spread out as drifting islands.
3. Geologic forces of continental plates created the Appalachian and Rocky Mountains.
4. The Great Ice Age thrust down over North America & scoured the present day American Midwest.

II. Peopling the Americas

1. The Land Bridge theory.
   * As the Great Ice Age diminished, so did the glaciers over North America.
   * The theory holds that a Land Bridge emerged linking Asia & North America across what is now known as the Bering Sea. People were said to have walked across the "bridge" before the sea level rose and sealed it off; thus populating the Americas.
   * The Land Bridge is said to have occurred an estimated 35,000 years ago.
2. Many peoples
   * Those groups that traversed the bridge spread across North, Central, and South America.
   * Countless tribes emerged with an estimated 2,000 languages. Notably:
     + Incas: Peru, with elaborate network of roads and bridges linking their empire.
     + Mayas: Yucatan Peninsula, with their step pyramids.
     + Aztecs: Mexico, with step pyramids and huge sacrifices of conquered peoples.

III. The Earliest Americans

1. Development of corn or maize around 5,000 B.C. in Mexico was revolutionary in that:
   * Then, people didn't have to be hunter-gatherers, they could settle down and be farmers.
   * This fact gave rise to towns and then cities.
   * Corn arrived in the present day U.S. around 1,200 B.C.
2. Pueblo Indians
   * The Pueblos were the 1st American corn growers.
   * They lived in adobe houses (dried mud) and pueblos ("villages" in Spanish). Pueblos are villages of cubicle shaped adobe houses, stacked one on top the other and often beneath cliffs.
   * They had elaborate irrigation systems to draw water away from rivers to grown corn.
3. Mound Builders
   * These people built huge ceremonial and burial mounds and were located in the Ohio Valley.
   * Cahokia, near East St. Louis today, held 40,000 people.
4. Eastern Indians
   * Eastern Indians grew corn, beans, and squash in three sister farming:
     + Corn grew in a stalk providing a trellis for beans, beans grew up the stalk, squash's broad leaves kept the sun off the ground and thus kept the moisture in the soil.
     + This group likely had the best (most diverse) diet of all North American Indians and is typified by the Cherokee, Creek, Choctaw (South) and Iroquois (North).
5. Iroquois Confederation

Notes/Questions:

* + Hiawatha was the legendary leader of the group.
  + The Iroquois Confederation was a group of 5 tribes in New York state.
  + They were matrilineal as authority and possessions passed down through the female line.
  + Each tribe kept their independence, but met occasionally to discuss matters of common interest, like war/defense.
  + This was not the norm. Usually, Indians were scattered and separated (and thus weak).

1. Native Americans had a very different view of things as compared to Europeans.
   * Native Americans felt no man owned the land, the tribe did. (Europeans liked private property)
   * Indians felt nature was mixed with many spirits. (Europeans were Christian and monotheistic)
   * Indians felt nature was sacred. (Europeans felt nature and land was given to man by God in Genesis to be subdued and put to use).
   * Indians had little or no concept or interest in money. (Europeans loved money or gold)

IV. Indirect Discoverers of the New World

1. The 1st Europeans to come to America were the Norse (Vikings from Norway).
   * Around 1000 AD, the Vikings landed, led by Erik the Red and Leif Erikson.
   * They landed in Newfoundland or Vinland (because of all the vines).
   * However, these men left America and left no written record and therefore didn't get the credit.
   * The only record is found in Viking sagas or songs.
2. The Christian Crusaders of Middle Ages fought in Palestine to regain the Holy Land from Muslims. This mixing of East and West created a sweet-tooth where Europeans wanted the spices of the exotic East.

V. Europeans Enter Africa

1. Marco Polo traveled to China and stirred up a storm of European interest.
2. Mixed with desire for spices, an East to West (Asia to Europe) trade flourished but had to be overland, at least in part. This initiated new exploration down around Africa in hopes of an easier (all water) route.
3. Portugal literally started a sailing school to find better ways to get to the Spice Islands, eventually rounding Africa's southern Cape of Good Hope.
4. New developments:
   * caravel: a ship with triangular sail that could better tack (zig-zag) ahead into the wind and thus return to Europe from Africa coast.
   * compass: to determine direction.
   * astrolabe: a sextant gizmo that could tell a ship's latitude.
5. Slave trade begins
   * The 1st slave trade was across the Sahara Desert.
   * Later, it was along the West African coast. Slave traders purposely busted up tribes and families in order to squelch any possible uprising.
   * Slaves wound up on sugar plantations the Portuguese had set up on the tropical islands off Africa's coast.
   * Spain watched Portugal's success with exploration and slaving and wanted a piece of the pie.

VI. Columbus Comes upon a New World

1. Christopher Columbus convinced Isabella and Ferdinand to fund his expedition.
2. His goal was to reach the East (East Indies) by sailing west, thus bypassing the around-Africa route that Portugal monopolized.
3. He misjudged the size of the Earth though, thinking it 1/3 the size of what it was.
4. So, after 30 days or so at sea, when he struck land, he assumed he'd made it to the East Indies and therefore mistook the people as "Indians."
5. This spawned the following system:

Notes/Questions:

* + Europe would provide the market, capital, technology.
  + Africa would provide the labor.
  + The New World would provide the raw materials (gold, soil, lumber).

VII. When Worlds Collide

1. Of huge importance was the biological flip-flop of Old and New Worlds. Simply put, we traded life such as plants, foods, animals, germs.
2. Columbian Exchange:
   * From the New World (America) to the Old
     + corn, potatoes, tobacco, beans, peppers, manioc, pumpkin, squash, tomato, wild rice, etc.
     + also, syphilis
   * From the Old World to the New
     + cows, pigs, horses, wheat, sugar cane, apples, cabbage, citrus, carrots, Kentucky bluegrass, etc.
     + devastating diseases (smallpox, yellow fever, malaria), as Indians had no immunities.
       - The Indians had no immunities in their systems built up over generations.
       - An estimated 90% of all pre-Columbus Indians died, mostly due to disease.

VIII. The Spanish Conquistadores

1. Treaty Line of Tordesillas 1494: Portugal and Spain feuded over who got what land. The Pope drew this line as he was respected by both.
   * The line ran North-South, and chopped off the Brazilian coast of South America
   * Portugal got everything east of the line (Brazil and land around/under Africa)
   * Spain got everything west of the line (which turned out to be much more, though they didn't know it at the time)
2. Conquistadores = "conquerors"
   * Vasco Balboa: "discovered" the Pacific Ocean across isthmus of Panama
   * Ferdinand Magellan: circumnavigates the globe (1st to do so)
   * Ponce de Leon: touches and names Florida looking for legendary Fountain of Youth
   * Hernando Cortes: enters Florida, travels up into present day Southeastern U.S., dies and is "buried" in Mississippi River
   * Francisco Pizarro: conquers Incan Empire of Peru and begins shipping tons of gold/silver back to Spain. This huge influx of precious metals made European prices skyrocket (inflation).
   * Francisco Coronado: ventured into current Southwest U.S. looking for legendary El Dorado, city of gold. He found the Pueblo Indians.
3. Encomienda system established
   * Indians were "commended" or given to Spanish landlords
   * The idea of the encomienda was that Indians would work and be converted to Christianity, but it was basically just slavery on a sugar plantation guised as missionary work.

IX. The Conquest of Mexico

1. Hernando Cortez conquered the Aztecs at Tenochtitlan.
2. Cortez went from Cuba to present day Vera Cruz, then marched over mountains to the Aztec capital.
3. Montezuma, Aztec king, thought Cortez might be the god Quetzalcoatl who was due to re-appear the very year. Montezuma welcomed Cortez into Tenochtitlan.
4. The Spanish lust for gold led Montezuma to attack on the noche triste, sad night. Cortez and men fought their way out, but it was smallpox that eventually beat the Indians.
5. The Spanish then destroyed Tenochtitlan, building the Spanish capital (Mexico City) exactly on top of the Aztec city.
6. A new race of people emerged, mestizos, a mix of Spanish and Indian blood.

Notes/Questions:

X. The Spread of Spanish America

1. Spanish society quickly spread through Peru and Mexico
2. A threat came from neighbors:
   * English: John Cabot (an Italian who sailed for England) touched the coast of the current day U.S.
   * France: Giovanni de Verrazano also touched on the North American seaboard.
   * France: Jacques Cartier went into mouth of St. Lawrence River (Canada).
3. To oppose this, Spain set up forts (presidios) all over the California coast. Also cities, like St. Augustine in Florida.
4. Don Juan de Onate followed Coronado's old path into present day New Mexico. He conquered the Indians ruthlessly, maiming them by cutting off one foot of survivors just so they'd remember.
5. Despite mission efforts, the Pueblo Indians revolted in Pope's Rebellion.
6. Robert de LaSalle sailed down the Mississippi River for France claiming the whole region for their King Louis and  
   naming the area "Louisiana" after his king. This started a slew of place-names for that area, from LaSalle, Illinois to "Louisville" and then on down to New Orleans (the American counter of Joan of Arc's famous victory at Orleans).
7. Black Legend: The Black Legend was the notion that Spaniards only brought bad things (murder, disease, slavery); though true, they also brought good things such as law systems, architecture, Christianity, language, civilization, so that the Black Legend is partly, but not entirely, accurate.

**Chapter One Questions:**

1. **Describe the geological and geographical conditions that set the stage for North American history.**
2. **Describe the origin and development of the major Indian cultures of the Americas.**
3. **Explain the developments in Europe and Africa that led to Columbus’s voyage to America.**
4. **Explain the changes and conflicts that occurred when the diverse worlds and peoples of Europe, Africa, and the Americas collided after 1492.**
5. **Describe the Spanish conquest of Mexico and South America, and of the later Spanish colonial expansion into North America.**
6. **Describe the major features of Spain’s New World Empire, including relations with the native Indian populations.**

**Chapter 02 - The Planting of English America**

Notes/Questions:

I. England’s Imperial Stirrings

1. North America in 1600 was largely unclaimed, though the Spanish had much control in Central and South America.
2. Spain had only set up Santa Fe, while France had founded Quebec and Britain had founded Jamestown.
3. In the 1500s, Britain failed to effectively colonize due to internal conflicts.
   * King Henry VIII broke with the Roman Catholic Church in the 1530s and launched the English Protestant Reformation.
   * After Elizabeth I became queen, Britain became basically Protestant, and a rivalry with Catholic Spain intensified.
   * In Ireland, the Catholics sought Spain’s help in revolting against England, but the English crushed the uprising with brutal atrocity, and developed an attitude of sneering contempt for natives.

II. Elizabeth Energizes England

1. After Francis Drake pirated Spanish ships for gold then circumnavigated the globe, Elizabeth I knighted him on his ship. Obviously, this reward angered the Spanish who sought revenge.
2. Meanwhile, English attempts at colonization in the New World failed embarrassingly. Notable of these failures was Sir Walter Raleigh and the Roanoke Island Colony, better known as “The Lost Colony.”
3. Seeking to get their revenge, Spain attacked Britain but lost in the Spanish Armada’s defeat of 1588. This opened the door for Britain to cross the Atlantic. They swarmed to America and took over the lead in colonization and  
   power.
   * Victory also fueled England to new heights due to…
     + Strong government/popular monarch, more religious unity, a sense of nationalism
     + Golden age of literature (Shakespeare)
     + Beginning of British dominance at sea (which lasts until U.S. tops them, around 1900)
   * Britain and Spain finally signed a peace treaty in 1604.

III. England on the Eve of the Empire

1. In the 1500s, Britain’s population was mushrooming.
2. New policy of enclosure (fencing in land) for farming. This meant there was less or no land for the poor.
3. The woolen districts fell upon hard times economically. This meant the workers lost jobs.
4. Tradition of primogeniture = 1st born son inherits ALL father’s land. Therefore, younger sons of rich folk (who couldn’t inherit money) tried their luck with fortunes elsewhere, like America.
5. By the 1600s, the joint-stock company was perfected (investors put money into the company with hopes for a good return), being a forerunner of today’s corporations.

IV. England Plants the \*\*Jamestown Seedling\*\*

1. In 1606, the Virginia Company received a charter from King James I to make a settlement in the New World.
   * Such joint-stock companies usually did not exist long, as stockholders invested hopes to form the company, turn a profit, and then quickly sell for profit a few years later.
2. The charter of the Virginia Company guaranteed settlers the same rights as Englishmen in Britain.
3. On May 24, 1607, about 100 English settlers disembarked from their ship and founded Jamestown.
   * Forty colonists had perished during the voyage.
   * Problems emerged including (a) the swampy site of Jamestown meant poor drinking water and mosquitoes causing malaria and yellow fever. (b) men wasted time looking for gold rather than doing useful tasks (digging wells, building shelter, planting crops), (c) there were zero women on the initial ship.
   * It didn’t help that a supply ship shipwrecked in the Bahamas in 1609 either.

Notes/Questions:

1. Luckily, in 1608, a Captain John Smith took over control and whipped the colonists into shape.
   * At one point, he was kidnapped by local Indians and forced into a mock execution by the chief Powhatan and had been “saved” by Powhatan’s daughter, Pocahontas.
   * The act was meant to show that Powhatan wanted peaceful relations with the colonists.
   * John Smith’s main contribution was that he gave order and discipline, highlighted by his “no work, no food” policy.
2. Colonists had to eat cats, dogs, rats, even other people. One fellow wrote of eating “powdered wife.”
3. Finally, in 1610, a relief party headed by Lord De La Warr arrived to alleviate the suffering.
4. By 1625, out of an original overall total of 8,000 would-be settlers, only 1,200 had survived.

V. Cultural Clash in the Chesapeake

1. At first, Powhatan possibly considered the new colonists potential allies and tried to be friendly with them, but as time passed and colonists raided Indian food supplies, relations deteriorated and eventually, war occurred.
2. The First Anglo-Powhatan War ended in 1614 with a peace settlement sealed by the marriage of Pocahontas to colonist John Rolfe. Rolfe & Pocahontas nurtured a favorable flavor of sweet tobacco.
3. Eight years later, in 1622, the Indians struck again with a series of attacks that left 347 settlers, including John Rolfe, dead.
4. The Second Anglo-Powhatan War began in 1644, ended in 1646, and effectively banished the Chesapeake Indians from their ancestral lands.
5. After the settlers began to grow their own food, the Indians were useless, and were therefore banished.

VI. Virginia: Child of Tobacco

1. Jamestown’s gold is found and it is tobacco.
   * Rolfe’s sweet tobacco was sought as a cash crop by Europe. Jamestown had found its gold.
   * Tobacco created a greed for land, since it heavily depleted the soil and ruined the land.
2. Representative self-government was born in Virginia, when in 1619, settlers created the House of Burgesses, a committee to work out local issues. This set America on a self-rule pathway.
3. The first African Americans to arrive in America also came in 1619. It’s unclear if they were slaves or indentured servants.

VII. Maryland: Catholic Haven

1. Religious Diversity
   * Founded in 1634 by Lord Baltimore, Maryland was the second plantation colony and the fourth overall colony to be formed.
   * It was founded to be a place for persecuted Catholics to find refuge, a safe haven.
   * Lord Baltimore gave huge estates to his Catholic relatives, but the poorer people who settled there where mostly Protestant, creating friction.
2. However, Maryland prospered with tobacco.
3. It had a lot of indentured servants.
   * Only in the later years of the 1600s (in Maryland and Virginia) did Black slavery begin to become popular.
4. Maryland’s statute, the Act of Toleration, guaranteed religious toleration to all Christians, but decreed the death penalty to Jews and atheists and others who didn’t believe in the divinity of Jesus Christ.

VIII. The West Indies: Way Station to Mainland America

1. As the British were colonizing Virginia, they were also settling into the West Indies (Spain’s declining power opened the door).
2. By mid-1600s, England had secured claim to several West Indies islands, including Jamaica in 1655.
3. They grew lots of sugar on brutal plantations there.
4. Thousands of African slaves were needed to operate sugar plantations. At first, Indians were intended to be used, but disease killed an estimated 90% of all Native Americans. So, Africans were brought in.

Notes/Questions:

1. To control so many slaves, “codes” were set up that defined the legal status of slaves and the rights of the masters. They were typically strict and exacted severe punishments for offenders.

IX. Colonizing the Carolinas

1. In England, King Charles I had been beheaded. Oliver Cromwell had ruled for ten very strict years before tired Englishmen restored Charles II to the throne in “The Restoration.” (After all the turmoil Civil War, they just went back to a king.)
2. The bloody period had interrupted colonization.
3. Carolina was named after Charles II, and was formally created in 1670.
4. Carolina flourished by developing close economic ties with the West Indies, due to the port of Charleston.
5. Many original Carolina settlers had come from Barbados and brought in the strict “Slave Codes” for ruling slaves.
6. Interestingly, Indians as slaves in Carolina was protested, but to no avail. Slaves were sent to the West Indies to work, as well as New England.
7. Rice emerged as the principle crop in Carolina.
   * African slaves were hired to work on rice plantations, due to (a) their resistance to malaria and just as importantly, (b) their familiarity with rice.
8. Despite violence with Spanish and Indians, Carolina proved to be too strong to be wiped out.

X. The Emergence of North Carolina

1. Many newcomers to Carolina were “squatters,” people who owned no land, usually down from Virginia.
2. North Carolinians developed a strong resistance to authority, due to geographic isolation from neighbors.
3. Two “flavors” of Carolinians developed: (a) aristocratic and wealthier down south around Charleston and rice & indigo plantations, and (b) strong-willed and independent-minded up north on small tobacco farms
4. In 1712, North and South Carolina were officially separated.
5. In 1711, when Tuscarora Indians attacked North Carolina, the Carolinians responded by crushing the opposition, selling hundreds to slavery and leaving the rest to wander north, eventually becoming the Sixth Nation of the Iroquois.

XI. Late-Coming Georgia: The Buffer Colony

1. Georgia was intended to be a buffer between the British colonies and the hostile Spanish settlements in Florida (Spanish, Indians, runaway slaves) and the enemy French in Louisiana.
2. It was founded last, in 1733, by a high-minded group of philanthropists, mainly James Oglethorpe.
3. Named after King George II, it was also meant to be a second chance site for wretched souls in debt.

iv. James Oglethorpe, the ablest of the founders and a dynamic soldier-statesman, repelled Spanish attacks.  
\* He saved “the Charity Colony” by his energetic leadership and by using his own fortune to help with the colony.

1. All Christians, except Catholics, enjoyed religious toleration, and many missionaries came to try to convert the Indians.
   * John Wesley was one of them, and he later returned to England and founded Methodism.
2. Georgia grew very slowly.

XII. The Plantation Colonies

1. Slavery was found in all the plantation colonies.
2. The growth of cities was often stunted by forests.
3. The establishment of schools and churches was difficult due to people being spread out.
4. In the South, the crops were tobacco and rice, and some indigo in the tidewater region of SC.
5. All the plantation colonies permitted some religious toleration.
6. Confrontations with Native Americans were often.

XIII. Makers of America: The Iroquois

Notes/Questions:

1. In what is now New York State, the Iroquois League (AKA the Iroquois Confederation) was once a great power.
2. They were made up of the Mohawks, the Oneidas, the Onondagas, the Cayugas, and the Senecas.
3. They vied with neighboring Indians and later French, English, and Dutch for supremacy.
4. The longhouse was the building block of Iroquois society.
   * Only 25 feet wide, but over 200 feet long, longhouses were typically occupied by a few blood-related families (on the mother’s side).
5. The Mohawks were middlemen with European traders.
6. The Senecas were fur suppliers.
7. The Five Nations of the Iroquois’ rivals, the neighboring Hurons, Eries, and Petuns, were vanquished.
8. Throughout the 1600s and 1700s, the Iroquois allied with the British and French (whichever was more beneficial).
9. When the American Revolution broke out, the question of with whom to side was split. Most sided with the British, but not all.
10. Afterwards, the Iroquois were forced to reservations, which proved to be unbearable to these proud people.
11. An Iroquois named Handsome Lake arose to warn his tribe’s people to mend their ways.
12. His teachings live today in the form of the longhouse religion.

**Chapter Two Questions:**

1. **Explain why England was slow to enter the colonization race and what factors finally led it to launch colonies in the early seventeenth century.**
2. **Describe the development of the Jamestown colony from its disastrous beginnings to its later prosperity.**
3. **Describe the cultural and social interaction and exchange between English settlers and Indians in Virginia and the effects of the Virginians’ policy of warfare and forced removal on Indians and whites.**
4. **Compare the tobacco-based economic development of Virginia and Maryland with South Carolina’s reliance on large-plantation rice-growing and African slavery based on West Indian models.**
5. **Identify the major similarities and differences among the southern colonies of Virginia, Maryland, North Carolina, South Carolina, and Georgia.**

**Chapter 03 - Settling in the Northern Colonies**

Notes/Questions:

I. The Protestant Reformation Produces Puritanism

1. 1517, Martin Luther nailed his 95 Theses to the door of the Wittenberg Cathedral. Luther had several explosive ideas including…
   * The Bible alone was the source of God’s word (not the Bible and the church or pope).
   * People are saved simply by faith in Christ alone (not by faith and good works).
   * His actions ignited the Protestant Reformation.
2. John Calvin preached Calvinism which stressed “predestination” (those going to Heaven or hell has already been determined by God).
   * Basic doctrines were stated in the 1536 document entitled Institutes of the Christian Religion.
   * Stated that all humans were weak and wicked.
   * Only the predestined could go to heaven, no matter what.
   * Calvinists were expected to seek “conversions,” signs that they were one of the predestined, and afterwards, lead “sanctified lives.”
   * Calvinists are famous for working hard, dusk to dawn, to “prove” their worthiness.
   * The impact of Calvinism has been vividly stamped on the psyche of Americans, and been called the “Protestant Work Ethic”
3. In England, King Henry VIII was breaking his ties with the Holy Roman Catholic Church in the 1530s.
4. Some people, called Puritans, were influenced to totally reform (“purify”) the Church of England.
5. The Puritans
   * Believed that only “visible saints” should be admitted to church membership.
   * Separatists vowed to break away from the Church of England (AKA, the Anglican Church) because the “saints” would have to sit with the “damned.” These folks became the Pilgrims.
   * King James I, father of the beheaded Charles I, harassed the Separatists out of England because he thought that if people could defy him as their spiritual leader, they might defy him as their political ruler.

II. The Pilgrims End Their Pilgrimage at Plymouth

1. The Pilgrims or Separatists, came from Holland, where they had fled to after they had left England.
   * They were concerned that their children were getting too “Dutchified.”
   * They wanted a place where they were free to worship their own religion and could live and die as good Pilgrims.
2. After negotiating with the Virginia Company, the Separatists left Holland and sailed for 65 days at sea on the Mayflower until they arrived off the rocky coast of New England in 1620, a trip in which only one person died and one person was born.
   * Less than half of the pilgrims on the Mayflower were actually Separatists.
   * Contrary to myth, the Pilgrims undertook a few surveys before deciding to settle at Plymouth, an area far from Virginia.
   * The Pilgrims became squatters, people without legal right to land and without specific authority to establish government.
3. Captain Myles Standish (AKA, “Captain Shrimp”) proved to be a great Indian fighter and negotiator.
4. Before leaving the ship, the Pilgrims signed the Mayflower Compact, a set of rules by which to obey.
   * Though it wasn’t a constitution, it did set the standard for later constitutions. It also set the first step toward self-rule in the Northern colonies.
5. In the winter of 1620-21, only 44 of the 102 survived.
6. 1621 brought bountiful harvests, though, and the first Thanksgiving was celebrated that year.
7. William Bradford, chosen governor of Plymouth 30 times in the annual elections, was a great leader, and helped Plymouth to survive and trade fur, fish, and lumber.
8. In 1691, Plymouth finally merged with the Massachusetts Bay Colony.

Notes/Questions:

III. The Bay Colony Bible Commonwealth

1. In 1629, some non-Separatist Puritans got a royal charter from England to settle in the New World. Secretly, they took the charter with them and later used it as a type of constitution.
2. It was a well-equipped group of 11 ships that carried about 1,000 people to Massachusetts.
3. John Winthrop was elected governor or deputy governor for 19 years, helping Massachusetts prosper in fur trading, fishing, and shipbuilding.

IV. Building the Bay Colony

1. Soon after the establishment of the colony, the franchise (right to vote) was extended to all “freemen,” adult males who belonged to the Puritan congregations (later called the Congregational Church), making people who could enjoy the franchise about two fifths of the male population.
   * Un-churched men and women weren’t allowed into matters of government.
2. The provincial government was not a democracy.
   * Governor Winthrop feared and distrusted the common people, calling democracy the “meanest and worst” of all forms of government.
3. Religious leaders wielded powerful influence over the admission to church membership.
4. John Cotton, a prominent clergy member, was educated at Cambridge and had immigrated to Massachusetts to avoid persecution for his criticism of the Church of England.
5. However, congregations could hire and fire their ministers at will.
6. Still, there were laws to limit Earthly pleasures, such as a fine of twenty shillings for couples caught kissing in public.
7. The Puritan concept of Hell was very serious, frightening, and very real.
   * Michael Wigglesworth’s “Day of Doom,” written in 1662, sold one copy for every twenty people.

V. Trouble in the Bible Commonwealth

1. Tensions arose in Massachusetts.
2. Quakers were fined, flogged, and/or banished.
3. Anne Hutchinson was a very intelligent, strong-willed, talkative woman who claimed that a holy life was no sure  
   sign of salvation and that the truly saved need not bother to obey the law of either God or man. A notion known as “antinomianism”.
   * Brought to trial in 1638, Anne boasted that her beliefs were directly from God.
   * She was banished from the colony and eventually made her way to Rhode Island.
   * She died in New York after an attack by Indians.
4. Roger Williams was a radical idealist hounded his fellow clergymen to make a clean and complete break with the Church of England.
   * He went on to deny that civil government could and should govern religious behavior.
   * He was banished in 1635, and led the way for the Rhode Island colony.

VI. The Rhode Island “Sewer”

1. People who went to Rhode Island weren’t necessarily similar; they were just unwanted everywhere else.
2. They were against special privilege.
3. “Little Rhody” was later known as “the traditional home of the otherwise minded.”
4. It finally secured a charter in 1644.

VII. New England Spreads Out

1. In 1635, Hartford, Connecticut was founded.
2. Reverend Thomas Hooker led an energetic group of Puritans west into Connecticut.
3. In 1639, settlers of the new Connecticut River colony drafted in open meeting a trailblazing document called the Fundamental Orders.
   * It was basically a modern constitution.
4. In 1638, New Haven was founded and eventually merged into Connecticut.

Notes/Questions:

1. In 1623, Maine was absorbed by Massachusetts and remained so for nearly a century and a half.
2. In 1641, the granite-ribbed New Hampshire was absorbed into Massachusetts.
   * In 1679, the king separated the two and made New Hampshire a royal colony.

VIII. Puritans Versus Indians

1. Before the Puritans had arrived in 1620, an epidemic had swept through the Indians, killing over three quarters of them.
2. At first, Indians tried to befriend the Whites.
   * Squanto, a Wampanoag, helped keep relative peace.
3. In 1637, though, after mounting tensions exploded, English settlers and the powerful Pequot tribe fought in the Pequot War, in which the English set fire to a Pequot village on Connecticut’s Mystic River, annihilating the Indians and bringing about forty years of tentative peace.
   * In an attempt to save face, the Puritans did try to convert some of the Indians, though with less zeal than that of the Spanish and French.
4. In 1675, Metacom (called King Philip by the English) united neighboring Indians in a last-ditched attack that failed.
   * The King Philip’s War slowed the colonial western march, but Metacom was beheaded and quartered and his head was stuck on a sharp pike for all to see, his wife and son sold to slavery.

IX. Seeds of Colonial Unity and Independence

1. In 1643, four colonies banded together to form the New England Confederation.
   * It was almost all Puritan.
   * It was weak, but still a notable milestone toward American unity.
2. The colonies were basically allowed to be semiautonomous commonwealths.
3. After Charles II was restored to the British throne, he hoped to control his colonies more firmly, but was shocked to find how much his orders were ignored by Massachusetts.
   * As punishment, a sea-to-sea charter was given to rival Connecticut (1662), and a charter was given to Rhode Island (1663).
   * Finally, in 1684, Massachusetts’ charter was revoked.

X. Andros Promotes the First American Revolution

1. In 1686, the Dominion of New England was created to bolster the colonial defense against Indians and tying the colonies closer to Britain by enforcing the hated Navigation Acts.
   * The acts forbade American trade with countries other than Britain.
   * As a result, smuggling became common.
   * Head of the Dominion was Sir Edmund Andros.
     + Establishing headquarters in Boston, he openly showed his association with the locally hated Church of England.
     + His soldiers were vile-mouthed and despised by Americans.
2. Andros responded to opposition by curbing town meetings, restricting the courts and the press, and revoking all land titles.
3. He taxed the people without their consent.
4. At the same time, the people of England staged the Glorious Revolution, instating William and Mary to the crown.
   * Resultant, the Dominion of New England collapsed.
   * Massachusetts got a new charter in 1691, but this charter allowed all landowners to vote, as opposed to the previous law of voting belonging only to the church members.

XI. Old Netherlanders at New Netherland

Notes/Questions:

1. In the 17th Century, the Netherlands revolted against Spain, and with the help of Britain, gained their independence.
2. The Dutch East India Company was established, with an army of 10,000 men and a fleet of 190 ships (including 40 men-of-war).
3. The Dutch West India Company often raided rather than traded.
4. In 1609, Henry Hudson ventured into Delaware and New York Bay and claimed the area for the Netherlands.
5. It was the Dutch West India Company that bought Manhattan Island for some worthless trinkets (22,000 acres of the most valuable land in the world today).
6. New Amsterdam was a company town, run by and for the Dutch company and in the interests of stockholders.
7. The Dutch gave patroonships (large areas of land) to promoters who agreed to settle at least 50 people on them.
8. New Amsterdam attracted people of all types and races.
   * One French Jesuit missionary counted 18 different languages being spoken on the street.

XII. Friction with English and Swedish Neighbors

1. Indian’s attacked the Dutch for their cruelties.
2. New England was hostile against Dutch growth.
3. The Swedes trespassed Dutch reserves from 1638 to 1655 by planting the anemic colony of New Sweden on the Delaware River.
4. Things got so bad that the Dutch erected a wall in New Amsterdam, for which Wall Street is named today.
5. In 1655, the Dutch sent one-legged Peter Stuyvesant to besiege the main Swedish fort, and he won, ending Swedish colonial rule and leaving only Swedish log cabins and place names as evidence that the Swedes were ever in Delaware.

XIII. Dutch Residues in New York

1. In 1664, Charles II granted the area of modern-day New York to his brother, the Duke of York, and that year, British troops landed and defeated the Dutch, kicking them out, without much violence.
2. New Amsterdam was renamed New York.
3. The Dutch Legacy
   * The people of New York retained their autocratic spirit.
   * Dutch names of cities remained, like Harlem, Brooklyn, and Hell Gate.
   * Even their architecture left its mark on buildings.
   * The Dutch also gave us Easter eggs, Santa Claus, waffles, sauerkraut, bowling, sleighing, skating, and golf.

XIV. Penn’s Holy Experiment in Pennsylvania

1. The Quakers (characteristics)
   * They “quaked” under deep religious emotion.
   * They were offensive to religious and civil rule.
   * They addressed everyone with simple “thee”s and “thou”s and didn’t swear oaths because Jesus had said “Swear not at all,” this last part creating a problem, since you had to swear a test oath to prove that you weren’t Roman Catholic.
   * Though stubborn and unreasonable, they were simple, devoted, democratic people against war and violence.
2. William Penn, a well-born Englishman, embraced the Quaker faith.
3. In 1681, he managed to secure an immense grant of fertile land from the king.
   * It was called Pennsylvania, in honor of Penn, who, being the modest person that he was, had insisted that it be called Sylvania.
   * It was the best advertised of all the colonies.

XV. Quaker Pennsylvania and Its Neighbors

1. Thousands of squatters already lived in Pennsylvania.
2. Philadelphia was more carefully planned than most cities, with beautiful, wide streets.
3. Penn bought land from the Indians, like Chief Tammany, later patron saint of New York’s political Tammany Hall.
4. His treatment of the Indians was so gentle that Quakers could walk through Indian territory unarmed without fear of being hurt.

Notes/Questions:

1. However, as more and more non-Quakers came to Pennsylvania, they mistreated the Indians more and more.
2. Freedom of worship was available to everyone except for Jews and Catholics (only because of pressure from London), and the death penalty was only for murder and treason.
3. No restrictions were placed on immigration, and naturalization was made easy.
4. The Quakers also developed a dislike toward slavery.
5. Pennsylvania attracted a great variety of people from all races, class, and religion.
6. By 1700, only Virginia was more populous and richer.
7. Penn, unfortunately, was not well-liked because of his friendliness towards James II, the deposed Catholic king, and he was jailed at times, and also suffered a paralytic stroke, dying full of sorrows.

xii. New Jersey and Delaware prospered as well.

XVI. The Middle Way in the Middle Colonies

1. New York, New Jersey, Delaware, and Pennsylvania
   * All had fertile soil and broad expanse of land.
   * All except for Delaware exported lots of grain.
   * The Susquehanna River tapped the fur trade of the interior, and the rivers were gentle, with little cascading waterfalls.
   * The middle colonies were the middle way between New England and the southern plantation states.
   * Landholdings were generally intermediate in size.
   * The middle colonies were more ethnically mixed than other colonies.
   * A considerable amount of economic and social democracy prevailed.
   * Benjamin Franklin, born in Boston, entered Philadelphia as a seventeen-year-old in 1720 with a loaf of bread under each arm and immediately found a congenial home in the urbane, open atmosphere of the city.
   * Americans began to realize that not only were they surviving, but that they were also thriving.

XVII. Makers of America: The English

1. In the 1600s, England was undergoing a massive population boom.
2. About 75% of English immigrants were indentured servants.
3. Most of them were young men from the “middling classes.”
4. Some had fled during the cloth trade slump in the early 1600s while others had been forced off their land due to enclosure.
5. Some 40% of indentured servants died before their seven years were over.
6. Late in the 17th century, as the supply of indentured servants slowly ran out, the southerners resolved to employ black slaves.
7. From 1629 to 1642, 11,000 Puritans swarmed to the Massachusetts Bay Colony.
8. In contrast to the indentured servants, Puritans migrated in family groups, not alone.
9. Puritans brought the way of life from England with them to America.
   * i.e. Marblehead, Mass. had mostly fishermen because most of the immigrants had been fisherman in England.
   * i.e. Rowley, Mass. brought from Yorkshire, England their distinctive way of life.
   * In Ipswich, Massachusetts, settled by East Anglican Puritans, the rulers had long terms and ruled with an iron hand.
   * However, in Newbury, people rarely won reelection.

**Chapter Three Questions:**

* 1. **Describe the Puritans and their beliefs, and explain why they left England for the New World.**
  2. **Explain how the Puritans’ theology shaped the government and society of the Massachusetts Bay Colony.**
  3. **Explain how Massachusetts Bay’s conflict with religious dissenters, as well as new economic opportunities, led to the expansion of New England into Rhode Island, Connecticut, and elsewhere.**
  4. **Describe the conflict between colonists and Indians in New England and the effects of King Philip’s War.**

1. **Summarize early New England attempts at intercolonial unity and the consequences of England’s Glorious Revolution in America.**
2. **Describe the founding of New York and Pennsylvania, and explain why these two settlements as well as the other middle colonies became so ethnically, religiously, and politically diverse.**
3. **Describe the central features of the middle colonies, and explain how they differed from New England and the southern colonies.**

**Chapter 04 - American Life in the Seventeenth Century**

Notes/Questions:

I. The Unhealthy Chesapeake

1. Life in the American wilderness was harsh.
2. Diseases like malaria, dysentery, and typhoid killed many.
3. Few people lived to 40 or 50 years.
4. In the early days of colonies, women were so scarce that men fought over all of them. The Chesapeake region had fewer women and a 6:1 male to female ratio is a good guide.
5. Few people knew any grandparents.
6. A third of all brides in one Maryland county were already pregnant before the wedding (scandalous).
7. Virginia, with 59,000 people, became the most populous colony.

II. The Tobacco Economy

1. The Chesapeake was very good for tobacco cultivation.
2. Chesapeake Bay exported 1.5 million pounds of tobacco yearly in the 1630s, and by 1700, that number had risen to 40 million pounds a year.
   * More availability led to falling prices, and farmers still grew more.
   * The headright system encouraged growth of the Chesapeake. Under this system, if an aristocrat sponsored an indentured servant’s passage to America, the aristocrat earned the right to purchase 50 acres land, undoubtedly at a cheap price. This meant land was being gobbled by the rich, and running out for the poor.
   * Early on, most of the laborers were indentured servants.
     + Life for them was hard, but there was hope at the end of seven years for freedom.
     + Conditions were brutal, and in the later years, owners unwilling to free their servants extended their contracts by years for small mistakes.

III. Frustrated Freemen and Bacon’s Rebellion

1. By the late 1600s, there were lots of free, poor, landless, single men frustrated by the lack of money, land, work, and women.
2. In 1676, Nathaniel Bacon led a few thousand of these men in a rebellion against the hostile conditions.
   * These people wanted land and were resentful of Virginia governor William Berkeley’s friendly policies toward the Indians.
   * Bacon’s men murderously attacked Indian settlements after Berkeley refused to retaliate for a series of savage Indian attacks on the frontier.
3. Then, in the middle of his rebellion, Bacon suddenly died of disease, and Berkeley went on to crush the uprising.

* Still, Bacon’s legacy lived on, giving frustrated poor folks ideas to rebel, and so a bit of paranoia went on for some time afterwards.

IV. Colonial Slavery

1. In the 300 years following Columbus’ discovery of America, only about 400,000 of a total of 10 million African slaves were brought over to the United States.
2. By 1680, though, many landowners were afraid of possibly mutinous white servants, by the mid 1680s, for the first time, black slaves outnumbered white servants among the plantation colonies’ new arrivals.
3. After 1700, more and more slaves were imported, and in 1750, blacks accounted for nearly half of the Virginian population.
   * Most of the slaves were from West Africa, from places like Senegal and Angola.
4. Some of the earliest black slaves gained their freedom and some became slaveholders themselves.
5. Eventually, to clear up issues on slave ownership, the slave codes made it so that slaves and their children would remain slaves to their masters for life (chattels), unless they were voluntarily freed.
   * Some laws made teaching slaves to read a crime, and not even conversion to Christianity might qualify a slave for freedom.

V. Africans in America

Notes/Questions:

1. Slave life in the Deep South was very tough, as rice growing was much harder than tobacco growing.
   * Many blacks in America evolved their own languages, blending their native tongues with English.
   * Blacks also contributed to music with instruments like the banjo and bongo drum.
2. A few of the slaves became skilled artisans (i.e. carpenters, bricklayers and tanners), but most were relegated to sweaty work like clearing swamps and grubbing out trees.
3. Revolts did occur.
   * In 1712, a slave revolt in New York City cost the lives of a dozen whites and 21 Blacks were executed.
   * In 1739, South Carolina blacks along the Stono River revolted and tried to march to Spanish Florida, but failed.

VI. Southern Society

1. A social gap appeared and began to widen.
   * In Virginia, a clutch of extended clans (i.e. the Fitzhughs, the Lees, and the Washingtons) owned tracts and tracts of real estate and just about dominated the House of Burgesses.
     + They came to be known as the First Families of Virginia (FFV).
2. In Virginia, there was often a problem with drunkenness.
3. The largest social group was the farmers.
4. Few cities sprouted in the South, so schools and churches were slow to develop.

VII. The New England Family

1. In New England, there was clean water and cool temperatures, so disease was not as predominant as in the South.
2. The first New England Puritans had an average life expectancy of 70 years.
3. In contrast to the Chesapeake, the New Englanders tended to migrate as a family, instead of individually.
   * Women usually married in their early twenties and gave birth every two years until menopause.
   * A typical woman could expect to have ten babies and raise about eight of them.

* Death in childbirth was not uncommon.

1. In the South, women usually had more power, since the Southern men typically died young and women could inherit the money, but in New England, the opposite was true.
   * In New England, men didn’t have absolute power over their wives (as evidenced by the punishments of unruly husbands), but they did have much power over women.
2. New England law was very severe and strict.
   * For example, adulterous women had to wear the letter “A” on their bosoms if they were caught (as with The Scarlet Letter by Nathaniel Hawthorne).

VIII. Life in the New England Towns

1. Life in New England was organized.
   * New towns were legally chartered by colonial authorities.
   * A town usually had a meetinghouse surrounded by houses and a village green.
   * Towns of more than 50 families had to provide primary education.
   * Towns of more than 100 had to provide secondary education.
2. In 1636, Massachusetts Puritans established Harvard College to train men to become ministers.
   * (Note: in 1693, Virginia established their first college, William and Mary.)
3. Puritans ran their own churches, and democracy in Congregational church government led logically to democracy in political government.

IX. The Half-Way Covenant and the Salem Witch Trials

1. As Puritans began to worry about their children and whether or not they would be as loyal and faithful, and new type of sermon came about called “jeremiads.”

Notes/Questions:

* + In jeremiads, earnest preachers scolded parishioners for their waning piety in hope to improve faith.

1. Paradoxically, troubled ministers announced a new formula for church membership in 1662, calling it the “Half-Way Covenant.”
   * In the Half-Way Covenant, all people could come and participate in the church, even if they fell short of the “visible-saint” status and were somehow only half converted (with the exception of a few extremely  
     hated groups).
2. In the early 1690s, a group of Salem girls claimed to have been bewitched by certain older women.
   * What followed was a hysterical witch-hunt that led to the executions of 20 people (19 of which were hanged, 1 pressed to death) and two dogs.
   * Back in Europe, larger scale witch-hunts were already occurring.
   * Witchcraft hysteria eventually ended in 1693.

X. The New England Way of Life

1. Due to the hard New England soil (or lack thereof), New Englanders became great traders.
2. New England was also less ethnically mixed than its neighbors.
3. The climate of New England encouraged diversified agriculture and industry.
   * Black slavery was attempted, but didn’t work. It was unnecessary since New England was made of small farms rather than plantations as down South.
4. Rivers were short and rapid.
5. The Europeans in New England chastised the Indians for “wasting” the land, and felt a need to clear as much land for use as possible.
6. Fishing became a very popular industry. It is said New England was built on “God and cod.”

XI. The Early Settlers’ Days and Ways

1. Early farmers usually rose at dawn and went to bed at dusk.
2. Few events were done during the night unless they were “worth the candle.”
3. Life was humble but comfortable, at least in accordance to the surroundings.
4. The people who emigrated from Europe to America were most usually lower middle class citizens looking to have a better future in the New World.
5. Because of the general sameness of class in America, laws against extravagances were sometimes passed, but as time passed, America grew.

XII. Makers of America: From African to African-American

1. Africans’ arrival into the New World brought new languages, music, and cuisines to America.
   * Africans worked in the rice fields of South Carolina due to (a) their knowledge of the crop and (b) their resistance to disease (as compared to Indians).
2. The first slaves were men; some eventually gained freedom.
3. By 1740, large groups of African slaves lived together on plantations, where female slaves were expected to perform backbreaking labor and spin, weave, and sew.
4. Most slaves became Christians, though many adopted elements from their native religions.
   * Many African dances led to modern dances (i.e. the Charleston).
   * Christian songs could also be code for the announcement of the arrival of a guide to freedom.
   * Jazz is the most famous example of slave music entering mainstream culture.

**Chapter Four Questions:**

* 1. **Describe the basic economy, demographics, and social structure and life of the seventeenth-century colonies.**
  2. **Compare and contrast the different forms of society and ways of life of the southern colonies and New England.**
  3. **Explain how the practice of indentured servitude failed to solve the colonial labor problem and why colonists then turned to African slavery.**
  4. **Describe the character of slavery in the early English colonies and explain how a distinctive African American identity and culture emerged from the mingling of numerous African ethnic groups.**
  5. **Summarize the unique New England way of life centered on family, town, and church, and describe the problems that afflicted this comfortable social order in the late seventeenth century.**
  6. **Describe family life and the roles of women in both the southern and New England colonies, and indicate how these changed over the course of the seventeenth century.**

**Chapter 05 - Colonial Society on the Eve of Revolution**

Notes/Questions:

I. Conquest by the Cradle

1. By 1775, Great Britain ruled 32 colonies in North America.
   * Only 13 of them revolted (the ones in what’s today the U.S.).
   * Canada and Jamaica were wealthier than the “original 13.”
   * All of them were growing by leaps and bounds.
2. By 1775, the population numbered 2.5 million people.
3. The average age was 16 years old (due mainly to having several children).
4. Most of the population (95%) was densely cooped up east of the Alleghenies, though by 1775, some had slowly trickled into Tennessee and Kentucky.
5. About 90% of the people lived in rural areas and were therefore farmers.

II. A Mingling of the Races

1. Colonial America, though mostly English, had other races as well.
2. Germans accounted for about 6% of the population, or about 150,000 people by 1775.
   * Most were Protestant (primarily Lutheran) and were called the “Pennsylvania Dutch” (a corruption of Deutsch which means German).
3. The Scots-Irish were about 7% of the population, with 175,000 people.
   * Over many decades, they had been transplanted to Northern Ireland, but they had not found a home there (the already existing Irish Catholics resented the intruders).
   * Many of the Scots-Irish reached America and became squatters, quarreling with both Indians and white landowners.
   * They seemed to try to move as far from Britain as possible, trickling down to Maryland, Virginia, and the Carolinas.
   * In 1764, the Scots-Irish led the armed march of the Paxton Boys. The Paxtons led a march on Philadelphia to protest the Quaker’ peaceful treatment of the Indians. They later started the North Carolina Regulator movement in the hills and mountains of the colony, aimed against domination by eastern powers in the colony.
   * They were known to be very hot-headed and independent minded.
   * Many eventually became American revolutionists.
4. About 5% of the multicolored population consisted of other European groups, like French Huguenots, Welsh, Dutch, Swedes, Jews, Irish, Swiss, and Scots-Highlanders.
5. Americans were of all races and mixed bloods, so it was no wonder that other races from other countries had a hard time classifying them.

III. The Structure of the Colonial Society

1. In contrast to contemporary Europe, America was a land of opportunity.
   * Anyone who was willing to work hard could possibly go from rags to riches, and poverty was scorned.
   * Class differences did emerge, as a small group of aristocrats (made up of the rich farmers, merchants, officials, clergymen) had much of the power.
2. Also, armed conflicts in the 1690s and 1700s enriched a number of merchants in the New England and middle colonies.
3. War also created many widows and orphans who eventually had to turn to charity.
4. In the South, a firm social pyramid emerged containing…
   * The immensely rich plantation owners (“planters”) had many slaves (though these were few).
   * “Yeoman” farmers, or small farmers. They owned their land and, maybe, a few slaves.
   * Landless whites who owned no land and either worked for a landowner or rented land to farm.
   * Indentured servants of America were the paupers and the criminals sent to the New World. Some of them were actually unfortunate victims of Britain’s unfair laws and did become respectable citizens. This group was dwindling though by the 1700s, thanks to Bacon’s Rebellion and the move away from indentured servant labor and toward slavery.

Notes/Questions:

* + Black slaves were at the bottom of the social ladder with no rights or hopes up moving up or even gaining freedom. Slavery became a divisive issue because some colonies didn’t want slaves while others needed them, and therefore vetoed any bill banning the importation of slaves.

IV. Clerics, Physicians, and Jurists

1. The most honored profession in the colonial times was the clergy (priests), which in 1775, had less power than before during the height of the “Bible Commonwealth,” but still wielded a great amount of authority.
2. Physicians were not highly esteemed and many of them were bad as medical practices were archaic.
   * Bleeding was often a favorite, and deadly, solution to illnesses.
   * Plagues were a nightmare.
     + Smallpox (afflicting 1 of 5 persons, including George Washington) was rampant, though a crude form of inoculation for it was introduced in 1721.
     + Some of the clergy and doctors didn’t like the inoculation though, preferring not to tamper with the will of God.
3. At first, lawyers weren’t liked, being regarded as noisy scumbags.
   * Criminals often represented themselves in court.
   * By 1750, lawyers were recognized as useful, and many defended high-profile cases, were great orators and played important roles in the history of America.

V. Workaday America

1. Agriculture was the leading industry (by a huge margin), since farmers could seem to grow anything.
   * In Maryland and Virginia, tobacco was the staple crop, and by 1759, New York was exporting 80,000 barrels of flour a year.
2. Fishing could be rewarding, though not as much as farming, and it was pursued in all the American colonies especially in New England.
3. Trading was also a popular and prevalent industry, as commerce occurred all around the colonies.
   * The “triangular trade” was common: a ship, for example, would leave (1) New England with rum and go to the (2) Gold Coast of Africa and trade it for African slaves. Then, it would go to the (3) West Indies and exchange the slaves for molasses (for rum), which it’d sell to New England once it returned there.
4. Manufacturing was not as important, though many small enterprises existed.
5. Strong-backed laborers and skilled craftspeople were scarce and highly prized.
6. Perhaps the single most important manufacturing activity was lumbering.
   * Britain sometimes marked the tallest trees for its navy’s masts, and colonists resented that, even though there were countless other good trees in the area and the marked tree was going toward a common defense (it was the principle of Britain-first that was detested).
7. In 1733, Parliament passed the Molasses Act, which, if successful, would have struck a crippling blow to American  
   international trade by hindering its trade with the French West Indies.
   * The result was disagreement, and colonists got around the act through smuggling.

VI. Horsepower and Sailpower

1. Roads in 1700s America were very poor, and they only connected the large cites.
   * It took a young Benjamin Franklin 9 days to get from Boston to Philadelphia.
2. Roads were so bad that they were dangerous.
   * People who would venture these roads would often sign wills and pray with family members before embarking.
   * As a result, towns seemed to cluster around slow, navigable water sources, like gentle rivers, or by the ocean.
3. Taverns and bars sprang up to serve weary travelers and were great places of gossip and news.

Notes/Questions:

1. An inter-colonial mail system was set up in the mid-1700s, but mailmen often passed time by reading private letters, since there was nothing else to do.

VII. Dominant Denominations

1. Two “established churches” (tax-supported) by 1775 were the Anglican and the Congregational.
2. A great majority of people didn’t worship in churches.
3. The Church of England (the Anglican Church) was official in Georgia, both Carolinas, Virginia, Maryland, and a part of New York.
   * Anglican sermons were shorter, its descriptions of hell were less frightening, and amusements were less scorned.
   * For Anglicans, not having a resident bishop proved to be a problem for unordained young ministers.
   * So, William and Mary was founded in 1693 to train young clergy members.
4. The Congregational church had grown from the Puritan church, and it was established in all the New England colonies except for Rhode Island.
   * There was worry by the late 1600s that people weren’t devout enough.

VIII. The Great Awakening

1. Due to less religious fervor than before, and worry that so many people would not be saved, the stage was set for a revival, which occurred, and became the First Great Awakening.
2. Jonathan Edwards was a preacher with fiery preaching methods, emotionally moving many listeners to tears while  
   talking of the eternal damnation that nonbelievers would face after death.
   * He began preaching in 1734, and his methods sparked debate among his peers.
   * Most famous sermon was “Sinners in the Hands of an Angry God,” describing a man dangling a spider over a blazing fire, able to drop the spider in at any time – just as God could do to man.
   * His famous metaphor: “The road to hell is paved with the skulls of unbaptized children.”
3. George Whitefield was even better than Edwards when he started four years later.
   * An orator of rare gifts, he even made Jonathan Edwards weep and persuaded always skeptical Ben Franklin to empty his pockets into the collection plate.
   * Imitators copied his emotional shaking sermons and his heaping of blame on sinners.
4. These new preachers were met with skepticism by the “old lights,” or the orthodox clergymen.
5. However, the Great Awakening led to the founding of “new light” centers like Princeton, Brown, Rutgers, and Dartmouth.
6. The Great Awakening was the first religious experience shared by all Americans as a group.

IX. Schools and Colleges

1. Education was most important in New England, where it was used to train young future clergymen.
   * In other parts of America, farm labor used up most of the time that would have been spent in school. However, there were fairly adequate primary and secondary schools in areas other than New England. The only problem was that only well-to-do children could afford to attend.
2. In a gloomy and grim atmosphere, colonial schools put most of the emphasis on religion and on the classical languages, as well as doctrine and orthodoxy.
   * Discipline was quite severe, such as a child being cut by a limb from a birch tree.
3. Also, at least in New England, college education was regarded more important than the ABC’s.
4. Eventually, some change was made with emphasis of curriculum change from dead languages to live ones, and Ben Franklin helped by launching the school that would become the University of Pennsylvania.

Notes/Questions:

X. A Provincial Culture

1. Though there was little time for recreation (due to farm work, fear of Indians, etc…), the little free time that was there was used on religion, not art.
2. Painters were frowned upon as pursuing a worthless pastime.
   * John Trumbull of Connecticut was discouraged, as a youth, by his father.
   * Charles Willson Peale, best know for his portraits of George Washington, also ran a museum, stuffed birds, and practiced dentistry in addition to his art.
   * Benjamin West and John Singleton Copley had to go to England to complete their ambitious careers.
3. Architecture was largely imported from the Old World and modified to meet American needs.
   * The log cabin was borrowed from Sweden.
   * The classical, red-bricked Georgian style of architecture was introduced about 1720.
4. Colonial literature was also generally undistinguished.
   * However, a slave girl, Phillis Wheatley, who had never been formally educated, did go to Britain and publish a book of verse and subsequently wrote other polished poems that revealed the influence of  
     Alexander Pope.
   * Ben Franklin’s *Poor Richard’s Almanack* was very influential, containing many common sayings and phrases, and was more widely read in America and Europe than anything but for the Bible.
     + Ben Franklin’s experiments with science, and his sheer power of observation, also helped advance science.

XI. Pioneer Presses

1. Few libraries were found in early America, and few Americans were rich enough to buy books.
2. On the eve of the revolution, many hand-operated presses cranked out leaflets, pamphlets, and journals signed with pseudonyms.
3. In one famous case, John Peter Zenger, a New York newspaper printer, was taken to court and charged with seditious libel (writing in a malicious manner against someone).
   * The judge urged the jury to consider that the mere fact of publishing was a crime, no matter whether the content was derogatory or not.
   * Zenger won after his lawyer, Andrew Hamilton, excellently defended his case.
   * The importance—freedom of the press scored a huge early victory in this case.

XII. The Great Game of Politics

1. By 1775, eight of the colonies had royal governors who were appointed by the king.
2. Three had governors chosen by proprietors.
3. Practically every colony utilized a two-house legislative body.
   * The upper house was appointed by royal officials or proprietors.
   * The lower house was elected by the people.
4. Self-taxation with representation came to be a cherished privilege that Americans came to value above most other rights.
5. Most governors did a good job, but some were just plain corrupt.
   * I.e., Lord Cornbury, first cousin of Queen Anne, was made governor of New York and New Jersey in 1702, but proved to be a drunkard, a spendthrift, a grafter, and embezzler, a religious bigot, a cross-dresser, and a vain fool.
6. The right to vote was not available to just anyone, just white male landowners only.
   * However, the ease of acquiring land to hard workers made voting a privilege easily attainable to many people in this group.

Notes/Questions:

XIII. Colonial Folkways

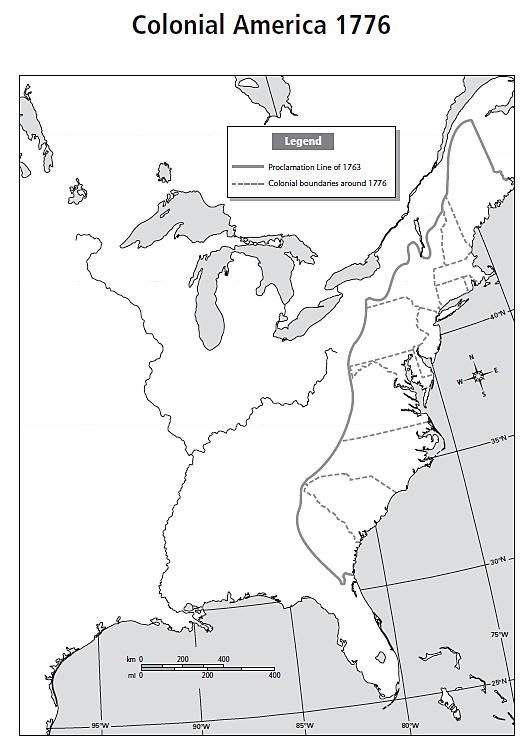
1. Americans had many hardships, as many basic amenities that we have today were not available.
   * Churches weren’t heated at all.
   * Running water or plumbing in houses was nonexistent.
   * Garbage disposal was primitive at best.
2. Yet, amusement was permitted, and people often worked/partied during house-raisings, barn-raisings, apple-parings, quilting bees, husking bees, and other merrymaking.
3. In the South, card playing, horse racing, cockfighting, and fox hunting were fun.
4. Lotteries were universally approved, even by the clergy because they helped raise money for churches and colleges.
5. Stage plays were popular in the South, but not really in the North.
6. Holidays were celebrated everywhere in the colonies (New England didn’t like Christmas, though).
7. America in 1775 was like a quilt, each part different and individual in its own way, but all coming together to form one single, unified piece.

XIV. Makers of America: The Scots-Irish

1. Life for the Scots was miserable in England, as many were extremely poor, and Britain still taxed them, squeezing the last cent out of them.
2. Migrating to Ulster, in Ireland, the Scots still felt unwelcome, and eventually came to America.
3. They constantly tried to further themselves away from Britain.
   * Most went to Pennsylvania, where tolerance was high.
4. The Scots-Irish were many of America’s pioneers, clearing the trails for others to follow.
5. Otherwise independent, religion was the only thing that bonded these people (Presbyterian).
6. Their hatred of England made them great allies and supporters of the United States during the Revolutionary War.

**Chapter Five Questions:**

1. **Describe the demographic, ethnic, and social character of Britain’s colonies in the eighteenth century, and indicate how colonial society had changed since the seventeenth century.**
2. **Explain how the economic development of the colonies altered the patterns of social prestige and wealth, and brought growing class distinctions and class conflict to British North America.**
3. **Identify the major religious denominations of the eighteenth-century colonies, and indicate their role in early American society.**
4. **Explain the causes of the Great Awakening, and describe its effects on American religion, education, and politics.**
5. **Describe the origins and development of education, culture, and journalism in the colonies.**
6. **Describe the basic features of colonial politics, including the role of various official and informal political institutions.**
7. **Indicate the key qualities of daily existence in eighteenth-century colonial America, including forms of socialization and recreation.**

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| --- | --- | --- | --- |
|  | Northern (New England) Colonies | Middle and Chesapeake Colonies | Southern Colonies |
| Reasons for Colonization |  |  |  |
| Founders  (List specific colonies) |  |  |  |
| Geographic Characteristics |  |  |  |
| Economic Characteristics |  |  |  |
| Political Characteristics |  |  |  |
| Social Characteristics |  |  |  |