

**THIS IS A TRADITIONAL –AND- OPTIONAL ASSIGNMENT  
PRINT DOCUMENT AND COMPLETE IN INK**

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## **Period 2 Term Review: 13 Colonies**

### **Purpose:**

This term review is not only an opportunity to review key concepts and themes, but it is also an exercise in historical *analysis*. This activity, **if completed in its entirety BOP (Beginning of Period) by the unit test date**, is worth 5 bonus points on the multiple choice test. ☺ **Mastery of the course and AP exam await all who choose to *process* the information as they read/receive**. This is an optional assignment. Complete it in **INK!**

### **Directions:**

Below are some key terms pulled from the College Board Concept Outline for Period 2. These include “Terms to Know,” “Illustrative Examples,” and “Other Terms.” Complete the charts by **adding definitions** and **analysis of historical significance**. When considering significance, consider causes and effects or how the item illustrates a major theme or idea from the era. Some entries have been completed for you. Make sure you read and study those entries as well as complete the remaining items! If you do not have time to complete the activity, please know that it is still a valuable review tool: use sections 2 & 3 as a “flashcard” set. ☺

### **Key Concepts FOR PERIOD 2:**

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

## **SECTION 1**

The **Terms to Know** are items you are *likely* to see on a quiz or test. They are explicit in the College Board framework for the class, and you will be expected to *thoroughly* understand them on the AP exam. Complete the chart by defining and analyzing each item. Prompts are included to help you focus your analysis on the most tested concepts, but also make sure you know simple definitions of each term.

Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
Spanish, French, Dutch, and British colonizers  Vs  American Indians	Where did they settle in North America?
	What were their economic and imperial goals?
	How did they interact with American Indians?
	How did the enslavement of natives and Africans impact European colonies politically and socially?

<p><b>Indentured Servants</b></p> <p><b>Chesapeake</b></p> <p><b>Atlantic Slave Trade</b></p> <p><b>African chattel</b></p>	<p>How did the British-American system of labor differ from other colonizers?</p> <p>What were the sources of labor for the colonies?</p> <p>How did they work?</p> <p>How did it evolve?</p> <p>Why were so many laborers needed?</p> <p>How did Africans resist?</p> <p><i>British-American system of slavery differed because there was very little racial mixing/intermarriage). Spanish colonies had a lot of intermarriage (mestizos, zambos, mulattos) and French and Dutch intermarried with natives frequently.</i></p> <p><i>Plantation agriculture in the southern colonies demanded a very large labor force, and there were not enough colonists to provide it. The Headright System: Indentured servants were the major source of labor in the 1600s. They were poor white immigrants who received a ticket to America in exchange for so many years of labor. At one point, 85% of the population of Maryland consisted of indentured servants. Following frontier conflict with Indians and conflict with servants (Bacon's Rebellion) colonists moved toward slavery which had been established in Triangular Trade: Middle Passage was the Atlantic Slave Trade. By the end of the century, African slaves were defined as chattel: property. These were outlined in slave codes.</i></p> <p><i>Africans (and natives) resisted slavery by running away, committing suicide, rebelling, sabotaging, etc.</i></p>
Terms to Know	Definition, Examples, Context, and Historical Significance to Settlement in North America
<p><b>American Indian culture</b> Vs <b>English colonists' worldviews</b></p> <p><b>social and economic values</b></p> <p><b>Pueblo Revolt</b></p> <p><b>Metacom's War</b> (King Phillip's War)</p> <p><b>American Indian allies</b></p> <p><b>American Indian warfare</b></p>	<p>In what ways did culture conflict impact North America?</p> <p>What was the English "worldview?"</p> <p>How did it differ from the Spanish?</p> <p>What role did Triangular Trade and the Columbian Exchange play in this interaction?</p> <p>Explain the significance of the Pueblo Revolt and Metacom's War? How were they similar? How were they different?</p>

<p>British Colonies/ English Colonies</p> <p>New England Colonies</p> <p>Puritans</p> <p>Middle Colonies</p> <p>Chesapeake Colonies</p> <p>North Carolina</p> <p>Tobacco</p> <p>Staple Crops</p> <p>commodities</p> <p>colonies along the southernmost Atlantic coast</p> <p>British islands in the West Indies</p>	<p>Describe regional differences of colonial development. Make sure each term at left is included in your explanation.</p>
<p>Atlantic World</p> <p>Atlantic Economy</p> <p>Shared Labor Market</p> <p>Anglicization</p> <p>Political communities</p> <p>Trans-Atlantic print culture</p> <p>Protestant evangelism</p> <p>Religious toleration</p> <p>European Enlightenment</p>	<p>How did exchanges among Europe, Americas, and Africa impact colonial development? Make sure each term at left is included in your explanation.</p>
<p>Slavery</p> <p>Colonial wars</p> <p>Racial stereotyping, categories, gradations</p>	<p>How did racial stereotyping and racial categories develop?</p> <p>How did British racism differ from Spanish and French?</p>

<p><b>North American empire</b></p> <p><b>British colonies</b></p> <p><b>British imperial system</b></p> <p><b>Hierarchical imperial structure</b></p> <p><b>Mercantilist economic aims</b></p> <p><b>British colonies</b></p> <p><b>Self-government</b></p> <p><b>Enlightenment</b></p> <p><b>First Great Awakening</b></p> <p><b>European leaders</b> <b>Vs</b> <b>Colonial Citizens</b></p>	<p>Explain the imperial system, and explain how colonial self-rule played into that system.</p> <p>How did mercantilism work? How did it impact colonists? How did it impact the relationship between Britain and the colonies?</p> <p>What were the main ideas generated from the Enlightenment?</p> <p>How did the European Enlightenment impact colonists?</p> <p>How did the Great Awakening impact the colonies?</p> <p>How did it impact the relationship between Britain and the colonists?</p> <p>In what ways did these two groups clash (European leaders and colonial citizens)? What were their differing goals and interests?</p>
--	--

## Part 2: Illustrative Examples

These are simply examples provided on the original College Board concept outline); they are excellent choices for outside information on short answer or essay questions. Complete the chart by defining and analyzing these terms using the thematic learning objectives (MAGPIES).

### MAGPIES

- M**igration and Settlement
- A**merica in the World
- G**eography and the Environment
- P**olitics and Power
- I**denity; American and National
- E**conomy; Work, Exchange, & Technology
- S**ociety and Culture

Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme
<p><b>Rebellion, sabotage, escape:</b> three ways Africans resisted slavery.</p> <p><b>Carolinas (rice, Barbados (sugar))</b> were two cash crops grown on large plantations needing a large labor source.</p>	<p><b>Migration-</b> Africans were forced immigrants who were enslaved and defined as chattel with increasingly restrictive codes limiting their freedom. Large plantations were worked by slaves. Slaves in the Carolinas came with important agricultural knowledge which helped the colonial <b>economy</b> grow.</p>
<p><b>Beaver Wars</b> also known as the <b>Iroquois Wars</b> or the <b>French and Iroquois Wars</b>—encompass a series of conflicts fought in the mid-17th century in eastern North America. Encouraged and armed by their Dutch and English trading partners, the Iroquois sought to expand their territory and monopolize the fur trade and the trade between European markets and the tribes of the western Great Lakes region. The conflict pitted the nations of the Iroquois Confederation, led by the dominant Mohawk, against the French-backed and largely Algonquian-speaking tribes of the Great Lakes region. Iroquois won and enlarged their territory and destroyed several large tribal confederacies—who fled west past the Great Lakes region from Iroquois warriors.</p>	

Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme
<p><b>Chickasaw Wars</b> fought in the 1700s before and during the French and Indian War. The wars were between the Chickasaw allied with the British against the French and their allies, the Choctaws and Illini. The Province of Louisiana extended from Illinois to New Orleans, and the French fought to secure their communications along the Mississippi River. Chickasaw successfully held their ground and eventually France lost all Louisiana territory.</p>	<p><i>One of many colonial wars where the British and the French were fighting for <b>economic</b> power and resources while using their Indian allies to expand the empire. The result was one of many British victories leading to more <b>power</b> over North America.</i></p>
<p><b>Furs, tobacco</b> were two major exports from the colonies to Europe, playing important role in Triangular Trade. The French had a large network of fur hunting and trading and had many economic partnerships with natives. Beaver fur was in high demand, and beaver hats were all the rage in Europe. The beaver was nearly driven into extinction. Tobacco was the main cash crop in the Chesapeake and although King James detested it, it made the empire a lot of money.</p>	<p><i>Britain and France battled for control of the fur trade in North America, both wanting <b>economic</b> riches. The success of tobacco drove demand for African slaves which led to large black populations in Southern colonies (<b>migration</b>).</i></p>
<p>The laws of <b>primogeniture</b> stated that only eldest sons were eligible to inherit landed estates. Younger sons were forced to make their fortunes elsewhere. This <b>hereditary privilege</b> meant that younger sons (and no daughters) could gain property in England.</p>	
<p><b>Wool Act</b> all wool and wool products produced by colonies and dependent areas of the United Kingdom to be sold to British markets, and then resold to British citizens in all areas of the empire. Each sale generated taxes on these goods. Shopkeepers had a very hard time during period when the Wool Act was in force. Some colonists opposed this act by buying more flax and hemp. It was repealed by the Statute Law Revision Act 1867.</p> <p><b>Molasses Act</b>, 1733 which imposed a tax on imports of molasses from non-British colonies. The Act was not passed for the purpose of raising revenue, but rather to regulate trade and support mercantilism.</p> <p><b>Widespread smuggling in Spanish and English colonies</b> colonists resisted mercantile regulations and bought goods from Spanish or French or other colonies anyway.</p>	
<p><b>Catawba nation</b> were a large American Indian group located in the Carolinas. They farmed and allied with the colonists in aiding their early development and later in the American Revolution. They were enemies of the Iroquois. Smallpox decimated large portion of them.</p>	
<p><b>Population collapse and dispersal of Huron Confederacy</b> – the Huron interacted with the French in the Great Lakes region, but were decimated by smallpox and measles which killed 2/3 of their population. Their alliance with the French and new weapons from Europe increased the brutality of tribal warfare, which also killed great numbers of Huron.</p>	
<p><b>Religious conversion among Wampanoag in New England leading to the outbreak of King Philip's War</b>- The son of the Indian chief Massasoit, Metacom, spoke English and was nicknamed King Philip by the English. In, Metacom mounted an attack on English villages, driving settlers back toward Boston. Casualties were high on both sides, and this was one of America's bloodiest and costly wars. One in ten soldiers was killed, and hundreds of Indians who fought with Metacom were sold into slavery. It took many years for the colonies to recover from this loss. Indians were resisting land encroachment and efforts to convert them to Christianity.</p> <p>Massasoit (King Phillip's father) was a <b>Wampanoag</b> chieftain who signed a treaty with the Plymouth Pilgrims in 1621, and helped them celebrate the first Thanksgiving after the autumn harvests. Thanksgiving was adapted by the settlers and became a lasting tradition. The Wampanoag were responsible for the survival of Plymouth colonists through their first cold winter. They also taught them how to grow crops in the rocky soil.</p>	

Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using MAGPIES thematic learning objectives, <b>highlight theme</b>
<p><b>Praying towns</b> were towns where Indians who converted to Puritanism/Congregational Church in New England were settled. The Praying Indians lived separate from Puritan due to the fear of many New Englanders of violence (inter-tribal warfare common as was tribal-colonial warfare) and likely racial categories (preferring to keep races separate). Converted Indians were encouraged to assimilate into European culture including language, lifestyle, <b>clothing</b>, etc.</p>	<p><i>Puritans in New England generally disrespected the culture (<b>beliefs and ideas</b>) of natives, and through their implementation of praying towns tried to encourage assimilation while also practicing segregation. Just another reason to inspire rebellion among those uninterested in becoming like the Europeans.</i></p>
<p><b>The Maryland Toleration Act</b> (1649) was an act passed by the local representative assembly that guaranteed religious toleration to all Christians who accepted the Trinity (Father, Son, Holy Ghost). The act also decreed a death penalty for those who denied the divinity of Jesus (Jews and atheists).</p>	<p><i>An attempt to protect <b>beliefs</b> of Catholics and encourage tolerance among Christians. Ultimately the Protestant population grew and overturned the Act... Catholics were persecuted once again. Anglican and protestant beliefs dominated the south.</i></p>
<p><b>Pennsylvania</b> was founded by William Penn who conducted a Holy Experiment to create a colony for the Society of Friends: Quakers. This colony was successful and unique. Penn and the Quakers were pacifists who worked peaceably with natives, buying land and signing treaties, for example. This colony became one of the most tolerant both religiously and racially. The level of diversity here was unmatched anywhere in the world.</p>	
<p><b>John Locke</b> wrote <i>Two Treatises on Government</i> in 1689; Contained two works. The first criticized the ideas of patriarchy and declared that no government could be justified by the appeal of the "divine right" of kings to rule. The second shows a theory of civil society in which he claims that all men are created equal. He further elaborates by then saying that governments can only exist by the consent of the governed, and if the government doesn't protect the rights of the people, it can be overthrown. A European enlightenment thinker who influenced colonial development of political communities through his social contract theory.</p>	
<p><b>Metis</b> are an indigenous people of mixed Native American/First Nations and European ancestry. Some Métis also have African or/and Asian or/and Pacific Islander ancestry.</p> <p><b>Mulatto</b> is half white (European descent) and half black (African descent) prevalent in Spanish colonies where racial mixing was acceptable.</p> <p><b>Mestizo</b> is a person of combined European and Native American descent. The term was used as a racial category in the <b>casta system</b> that was in use during the Spanish Empire's control of their American colonies. The system of castas (<b>caste system</b>) was based on the accepted knowledge that the character and quality of people varied according to their birth, color, and race.</p>	
<p><b>The Dominion of New England</b> was created by royal authority and sought to stitch England's overseas possessions tightly to the motherland by throttling American trade with over countries via the Navigation Laws, laws that led to excessive smuggling.</p> <p>Sir Edmund Andros was a representative of the Dominion of New England in Massachusetts. He generated hostility with his open ties to the much-hated Church of England. When he arrived, he "laid down the law," effectively dispersing with the current government and taxing as he pleased. The people of New England were not amused.</p>	
<p>The <b>English Navigation Acts</b> protected English cargo and ensured that they would receive a profit from colonial trade. This act forbade the importing into or the exporting from the British colonies of any goods except in English or colonial ships and it forbade certain enumerated articles -- tobacco, sugar, cotton, or wool to be shipped to any country, except to England or some English plantation. "Salutary neglect" was an unofficial policy implemented by William and Mary and carried out by the governors of New England. Basically, it made the Navigation Acts, which stated that the colonies could only trade with England or its colonies, null and void. It "allowed" the colonists to trade with whomever they pleased and decreased smuggling greatly. Later, it became a prime cause of the War of Independence.</p>	

Illustrative Examples / Definitions	Historical Significance for colonization of North America... identify and explain broad trends using MAGPIES thematic learning objectives, <b>highlight theme</b>
The <b>Great Awakening</b> in the early 1700s involved traveling preachers like George Whitefield from England and colonist, Jonathan Edwards who wrote Sinners in the Hands of an Angry God – urging people to convert, accept Jesus, start going to Church, etc. Revivals were lively and encouraged people to have an “emotional” response to God. The experience encouraged independence among colonists as they were often rebelling against Anglicanism or their local pastor and culture. New denominations grew, like the Methodists and Baptists.	
<b>Republicanism</b> is a way of government where citizens/voters elect representatives. It supports Enlightenment ideals of social contract and liberty, and was increasingly embraced by colonists, especially in the 18 <sup>th</sup> century as British imperial policy intensified.	

**Section 3: Other Terms** are simply additional facts to support your reading and review, and they MAY show up on the test. They are also valuable evidence for historical analysis (evidence for defending a thesis).

Other Terms / Definitions	Historical Significance for colonization ... identify and explain broad trends using MAGPIES thematic learning objectives, <b>highlight theme</b>
<b>Francis Drake</b> was a “sea dog” who, with support from investors (including Elizabeth in secret), set out to plunder Spanish goods. In 1580 he returned to England with a 4,600 percent profit and was therefore knighted by Elizabeth. He was essentially a pirate ripping off the Spanish.	Before England began colonizing North America, they first attempted to “catch up” to the Spanish (who had already colonized much of central and south America) by stealing their gold. Eventually this strategy changed and England began focusing on finding their own gold rather than stealing Spain’s. Illustrates that England was late to the game of colonization. Illustrates desire for gold which was one of the top <b>economic</b> motivators for exploration and colonization.
Newfoundland was the first colonization attempt in North America by England. It failed when its promoter, <b>Sir Humphrey Gilbert</b> , died at sea.	
North Carolina’s <b>Roanoke</b> Island was the site where <b>Walter Raleigh</b> landed in 1585. It was off the coast of Virginia, and was a failed colony... disappeared without a trace.	
The “ <b>Protestant wind</b> ” (1588) was a devastating storm that scattered the retreating crippled Spanish fleet of ships when Phillip II of Spain, who was against the Protestant Reformation, invaded England. Phillip II created an “ <b>Invincible Armada</b> ” of ships, but was defeated by the British and mother nature.	<i>The Defeat of the Spanish Armada was a turning point in <b>power</b> from Spain dominating to England dominating. It also represents a new goal for England to build colonies and an <b>economic</b> empire instead of just pirating/stealing from the Spanish.</i>
In the English countryside, landlords “enclosed” croplands for sheep grazing which forced farmers off of their land or into tenancy. <b>Enclosure</b> made it impossible for many to have access to property/land.	
The <b>joint-stock company</b> was the forerunner to the modern corporation. Investors pooled money to fund colonies, expeditions, and other projects, later splitting the profits.	
The <b>charter of the Virginia Company</b> guaranteed all English citizens equal rights no matter where they were in the New World.	
<b>Jamestown</b> was established in 1607 after the <b>Virginia Company</b> landed in <b>Chesapeake Bay</b> . The place turned out to be a disease-infested swamp. There were decent hunting and fishing opportunities, but the settlers were too preoccupied with the thought of gold to realize it so many died.	

Other Terms / Definitions	Historical Significance for colonization ... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme
<p><b>Pocahontas</b> played an important role in the Virginia colony's early years as a kind of ambassador between the English and the <b>Powhatan Indians</b>—a role that Powhatan himself likely arranged. The children of powerful chiefs frequently played such intermediary roles in eastern Indian cultures. It is also known that she visited Jamestown often, sometimes to negotiate prisoner releases. Her formal tribal name was Matoaka, meaning "playful." (Pocahontas ["frolicsome"] was a pet name). She was instructed in Christianity and baptized. She married <b>John Rolfe</b>, the promoter of <b>tobacco</b>, in 1614. Rolfe took her to England in 1616, where she was badly affected by the climate and urban environment of London. She was presented to King James I at court, but as she boarded ship to return to Virginia, she became ill and died. She was given the English name, Rebecca, and had one son, Thomas, before her death.</p>	
<p>An intrepid young adventurer, <b>Captain John Smith</b> took over the leadership role in Jamestown in 1608. He made the colonists work instead of search for gold. His saying was, "He who shall not work shall not eat." In December 1607 he had been captured and sentenced to mock execution by the Indian chieftain <b>Powhatan</b>. However, he was "saved" by <b>Pocahontas</b>.</p>	
<p>The winter of 1609-1610 in Jamestown was aptly dubbed the "<b>starving time</b>." Men ate "dogges, cattis, rattis and myce" as well as human corpses (one man was executed for killing his wife and planning to eat her). Only 60 of the original 400 lived.</p>	
<p><b>Lord De la Warr</b> arrived with orders from the <b>Virginia Company</b> to declare the <b>First Anglo-Powhatan War</b> (1614) on American Indians. He used "Irish Tactics" to raid and burn villages and cornfields and confiscate possessions. The war ended with a peace settlement sealed by <b>Pocahontas</b> marrying <b>John Rolfe</b> [first interracial marriage in VA].</p>	
<p><b>John Rolfe</b> was Pocahontas's husband and the father of the <b>tobacco</b> industry; he saved the <b>Virginia Company</b> economically. He perfected methods of harvesting the weed by eliminating some of the bitter taste, causing tobacco's popularity in Jamestown and Virginia to sky-rocket. His and Pocahontas's son, Thomas, moved to Virginia in 1640, where his many descendants continue to live.</p>	
<p>The <b>Lakotas (Sioux)</b> were a Native American tribe who had previously been sedentary forest dwellers. They moved onto the wide open plains with the introduction of the <b>horse</b> from Europe. These people flourished on the Plains.</p>	
<p>In the <b>Second and Third Powhatan Wars</b>, a series of American Indian attacks left hundreds of settlers dead. The <b>Virginia Company</b> called for a war that would totally eradicate the native population. Ultimately losing, the <b>Powhatans</b> were pushed completely off their ancestral land. John Rolfe was killed in this war.</p>	<p><i>Human environmental geographic impact of Jamestown colony and the Powhatan war was the end of the tribe. By the end of the wars, no Powhatans survived, or if they did... disappeared and likely joined other groups. Although Pocahontas and Rolfe's son, Thomas, had many descendants.</i></p>
<p><b>King Nicotine</b> is a nickname for tobacco, a major crop in the South. Tobacco was crucial in the economy of the South and helped it prosper. However, tobacco also ruined the soil, depended on a <b>plantation system</b> with many slaves, and made Virginia widely dependent on one crop.</p>	<p><i>Environmental damage to the soil caused plantation owners to search for more fertile land, expanding east. As the colony grew, more conflicts over power and property emerged with natives living on the frontier.</i></p>
<p>The first representative self-government in America, the <b>House of Burgesses</b> was formed in 1619 after the London Company authorized the formation of an assembly. King James distrusted it, calling in a "seminary of sedition."</p>	<p><i>Eventually all 13 colonies has self-government in the form of assemblies. This supported the development of American political thought which supported republicanism and resisted imperial policy.</i></p>
<p><b>Lord Baltimore</b> was a member of a prominent English Catholic family who founded <b>Maryland</b> in 1634. He hoped to make it rich there but also to create a safe haven for Catholics discriminated against elsewhere. Lord Baltimore was an "absentee proprietor" who awarded vast estates to his Catholic relatives. Eventually Lord Baltimore lost his proprietary rights for a period of time when an open rebellion flared up between resentful backcountry planters and land barons.</p>	<p><i>Economically, Maryland became successful in tobacco and as a major port city (Baltimore). It was unique as a haven for Catholics, who were a minority to the dominant Protestant population. The development of religious tolerance as a part of American identity got a very small contribution from Maryland in the Act of Toleration, however even that Act was intolerant as executing Jews and atheists was allowed.</i></p>



Other Terms / Definitions	Historical Significance for colonization ... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme
The <b>African diaspora</b> was the separation and scattering of Africans throughout the Americas in the three and a half centuries after Columbus's discovery, forced by the slave labor in which Africans were used to harvest crops in the Caribbean.	<i>This was a result of the slave trade which stemmed from <b>economic</b> need for labor,, causing many family ties to sever and breaking the slaves away from their only support system and weakening <b>culture</b>.</i>
The <b>Barbados slave code</b> (1661) involved documents that limited the slaves' legal status and the masters' prerogatives. This code stripped the slaves of all their human rights. They were often subjected to severe physical punishment as well. Codes in the 13 colonies were initially inspired by this set of codes from a different English colony.	<i><b>American identity</b> developed with racial categories and through the development of slavery and slave codes, slavery became defined by race and as permanent status.</i>
<b>Carolina</b> was created in 1670 after <b>King Charles II</b> granted to eight of his court favorites an expanse of land. These aristocrats wanted to grow foodstuffs to provision the sugar plantations in Barbados and to export non-English products like wine, silk, and olive oil. <b>Charles Town</b> became the busiest seaport in the south.	
Founder of <b>Georgia</b> , <b>James Oglethorpe</b> was a dynamic soldier-statesman who was interested in prison reform after one of his friends died in a debtors' jail. He helped to create Georgia as a <b>buffer colony</b> and also as a haven for debtors... and successfully repelled Spanish attacks and saved "the Charity Colony."	
<b>John Wesley</b> was a missionary in Georgia trying to convert and work with Indians and debtors. He later returned to England to found the <b>Methodist Church</b> .	<i>American colonies became increasingly diverse (<b>beliefs</b>), including growing number of Protestant Churches. In the Colonial era the Methodist Church was just a baby Church, but it would later grow into one of the largest in the nation.</i>
The <b>League of the Iroquois</b> was an alliance founded in the late 1500s by Hiawatha and Deganawidah. It was composed of the Mohawks, Oneidas, Onandagas, Cayugas, and Senecas. It was initially a force to be reckoned with but eventually fell to the colonists like everything else that got in their way. It was unique in that it was the most coherent effort made by the American Indians to centralize their power.	<i>One of the reasons American Indians were unsuccessful in defending themselves and their land was the fact that there were so many tribes. Even the League wasn't big enough to seriously challenge the fast growing colonial population. Encroachment altered peopling – <b>Migration</b> - pattern and led to more Indian migration westward.</i>
The <b>Tuscaroras</b> were a tribe of American Indians who chose not to resist the expansionism of the League of the Iroquois, but rather sought peaceful assimilation into the league. Many tribes were absorbed into the league, some more violently than others.	<i>Involvement in the Iroquois Confederation (or League) was smart <b>political</b> move as many tribes were experiencing decimation or displacement due to European encroachment. The Iroquois altered many Indian groups' (changing human geography and settlement patterns) <b>environment</b>.</i>
One of the strategies used by the <b>League of Iroquois</b> , int the <b>mourning wars</b> , which was an escalation of the Beaver Wars, was the conquest and adoption of refugees and captives from other tribes in order to build up the League.	
The term attached to <b>John Calvin</b> 's main concept of God knowing whether you are going to Hell or Heaven is <b>predestination</b> . Some souls—the <b>elect</b> —had been destined for eternal bliss, others for eternal torment and damnation. Even good works could not save the soul of a person who was marked for eternal fire. The belief that you are bound to Hell or Heaven, can make one very curious as to whether one will spend the rest of eternity in eternal pain or bliss. <b>Calvinists</b> therefore constantly looked for signs of conversion, or signs that they are Heaven bound. Those who had this "proof" were the " <b>visible saints</b> ." <b>Puritans</b> believed only they (visible saints) should be allowed to hold membership in Church.	<i>Puritans in England were attracted to the structure of predestination... supported reform... and became frustrated with the slow rate of change in England during the Reformation. This motivated many to leave and travel to the "New World."</i>  <i>Predestination became a hot topic in New England and eventually dissent against its strict rules increased. Religion was a cause of migration and the <b>peopling</b> of North America and Puritans contributed heavily to the emerging American <b>identity</b>.</i>
The <b>Separatists</b> were a small group of dedicated Puritans who, irritated by the mixing of the "saints" and the "damned" in the same congregation, decided to break away entirely from the Church of England.	
Signed by forty-one adult males, the <b>Mayflower Compact</b> was an agreement to form a crude government and submit to the will of the majority under the regulations agreed upon. Though it was not a constitution, it set a precedent for later written constitutions.	

Other Terms / Definitions	Historical Significance for colonization ... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme
<p><b>William Bradford</b> was a self-taught scholar who read Hebrew, Greek, Latin, French and Dutch. He was chosen to govern the <b>Pilgrims</b> thirty times in the annual elections. One of his major fears was that non-Puritan settlers would corrupt his godly experiment.</p>	
<p><b>Massachusetts Bay Company</b> was founded in 1629 by a group of <b>non-separatist Puritans</b>. They feared for their faith in England, but they wanted to stay a part of the Anglican church. They agreed to make a large settlement in Massachusetts, and eleven vessels carrying almost a thousand immigrants departed England.</p>	
<p>The "<b>Great Migration</b>" happened in the 1630s, and a group of about 70,000 immigrants left England. About 20,000 colonized Massachusetts, and around 48,000 colonized the fertile West Indies.</p>	
<p><b>John Winthrop</b> became the Massachusetts Bay Colony's first governor. He was a respected manor lord and attorney back in England and was talented as a governor. He served for 19 years, and under his lead Massachusetts became the most influential and the largest of all the New England outposts.</p>	
<p>Settlers in Massachusetts Bay believed their colony would be a "<b>city upon a hill</b>" or an excellent "model for humankind." They believed God had guided them to the New World to "build a model society." <b>John Winthrop's</b> sermon, <b>A Model of Christian Charity</b>, used these words.</p>	
<p>Adult Puritan freemen could belong to the <b>Congregational Church</b> (Puritans) and were allowed to vote. The Church held the most power in the New England colonies and swayed many politicians. Even though there was no official religious government, the church held immense power.</p>	<p><i>This Church and the colonial governments in New England were connected which resulted in many laws based on <b>beliefs-culture</b>. This led to some rebellion and drop in Church membership over time. It also strengthened gender roles in American society (<b>identity</b>) placing women below men.</i></p>
<p><b>Connecticut</b> was nicknamed the "<b>blue law state</b>" because of the blue paper on which the repressive laws – also known as the "sumptuary laws" – were printed. These laws were viewed as unfair by the state's residents, and many resented them. <b>Blue laws</b> restricted many activities on Sunday through most parts of Puritan New England.</p>	<p><i>Blue laws illustrate the lack of separation between Church and state. The Church wanted to enforce <b>beliefs-culture</b> of keeping the Sabbath holy. This practice continues into modern times. Texas blue laws (or at least the remnants of earlier laws), for example., include no selling of alcohol before noon on Sunday.</i></p>
<p><b>Anne Hutchinson</b> argued that "a holy sign is not a sure sign of salvation." She was banished for questioning and going against Puritan beliefs. Just like it may rain even though the weatherman says it will be a sunny day, Anne Hutchinson believed that the Puritans (the weatherman) might be wrong about the weather (salvation).</p> <p><b>Antinomians</b> were members of a religious group that felt as though they were under no obligation to obey the laws of morality as given by their religion. It was a high heresy, and one of the reasons for Anne Hutchinson's banishment. The <b>antinomianism</b> belief was that moral laws were unjust because all you needed was faith to be saved, not regulated good works or good behavior.</p>	
<p><b>Roger Williams</b> was a young, opinionated Salem minister. He was an extreme separatist, encouraging other members of the clergy to sever ties with the corrupt Church of England. He also challenged the legality of the Bay Colony Charter and the authority of the civil government over regulating religious behavior. He was exiled and went to found <b>Rhode Island</b>.</p>	
<p><b>Rhode Island</b> was also known as Rogue's Island. Exiles and malcontents unhappy with stifling theological atmosphere of Massachusetts Bay Colony went to live there.</p>	<p><i>It became one of the most tolerant and forward thinking colonies, developing ideas of religious freedom and separation of church and state which became staples to American <b>identity</b>.</i></p>

Other Terms / Definitions	Historical Significance for colonization ... identify and explain broad trends using MAGPIES thematic learning objectives, <b>highlight theme</b>
<p>Reverend <b>Thomas Hooker</b> led a group of Boston Puritans to the Hartford area with the ill Mrs. Hooker on horseback. These Puritans were devout and fed up with the ideals of the Massachusetts Bay Colony. In 1639, the settlers of the new <b>Connecticut River colony</b> drafted in open meeting a trailblazing document known as the <b>Fundamental Orders</b>. It was in effect a modern constitution that established a regime democratically controlled by the "substantial" citizens. Essentially, features of the Fundamental Orders were later borrowed by Connecticut for its colonial charter and ultimately for its state constitution.</p>	<p><i>The Fundamental Orders of Connecticut was the first colonial constitution. It was unique in that it made no reference to "His Majesty" which illustrates the development of American <b>identity</b> and <b>political</b> thought in colonial self-rule.</i></p>
<p>Confrontations between American Indians and whites, who forced the native tribes westward, ruptured the short lasting peaceful relations shown by <b>Squanto</b> and <b>Massasoit</b> in earlier times. In 1637, the English settlers besieged a Pequot village on Connecticut's Mystic River, starting the <b>Pequot War</b>. Militia set fire to wigwams and slaughtered the survivors, annihilating the Pequot tribe and prompting uneasiness between the Puritans and American Indians.</p>	<p><i>Peopling – <b>Migration</b> of New England involved many negative interactions between colonists and natives which ultimately led to New England being "free" of native populations. In the early years, natives like Squanto and Massasoit helped the Puritans survive the first harsh year, but later – perhaps – regretted that decision as the Puritans eventually destroyed them.</i></p>
<p>In 1643, four colonies joined together to form the <b>New England Confederation</b>. The primary purpose for this organization was defense against potential foes (Indians, French, and Dutch). It was basically just an exclusive Puritan club among Massachusetts and Connecticut colonies.</p>	<p><i>A <b>political</b> strategy to protect New England from Indians; an illustration of similar beliefs and <b>culture</b>, which included intolerance since Rhode Island was not allowed to join. (it was full of heathens after all)</i></p>
<p>In 1688 – 1689 the <b>Glorious Revolution</b> took place. It was a bloodless transfer of power from the Catholic king James II to a Protestant couple, William and Mary. When the news reached the Massachusetts colonists, they took <b>Sir Edmund Andros</b> (who controlled the hated Dominion of New England) out of power and shipped him back to England.</p>	
<p><b>New Netherland</b> was a colony established by the <b>Dutch West India Company</b> around the Hudson River, purposely placed for fur trade advantage. The area was established around the economy, taking on an aristocratic air in no time. Their most brilliant purchase was Manhattan Island, which they "bought" for virtually nothing. The colony was later seized by the English and renamed <b>New York</b>.</p>	
<p>Pennsylvania, New York, and New Jersey came to be known as the "<b>bread colonies</b>," by virtue of their heavy exports of grain. In General, the soil was fertile and the expanse of land was broad, unlike rock-bestrewn New England.</p>	<p><i>The <b>environment</b> in the Middle Colonies supported successful agriculture including wheat, corn and good ol' Quaker Oats!</i></p>
<p><b>Leisler's Rebellion</b> was sparked by animosity between lordly landholders and aspiring merchants. It was a bloody insurgence in New York City from 1689 to 1691 in which an angry mob took Fort James and placed Jacob Leisler in power. It brought to light the tension between the social sects.</p>	
<p>"<b>Old lights</b>" versus "<b>New lights</b>" describes Orthodox clergymen (old lights) who were skeptical of the emotionalist and theatrical new style of preaching that resulted from the First Great Awakening. "New light" ministers defended the Great Awakening for its ability to revitalize American religion. The Great Awakening also led to the founding of such "new light" centers of higher learning as <b>Princeton, Brown, Rutgers, and Dartmouth</b>.</p>	
<p>By the end of the Colonial Era, the Anglican and Congregational churches were the two most conspicuous "<b>established</b>" churches—supported by taxes. Anglicans represented the "official" faith in Georgia, North and South Carolina, Virginia, Maryland, and a part of New York. The Congregational Church was established in all of the New England colonies except for Rhode Island.</p>	
<p><b>Taverns</b> were establishments in cities and along roadways where people could receive shelter, entertainment, and food. At taverns, all of the social classes intermingled and socialized, blurring class distinctions.</p>	

Other Terms / Definitions	Historical Significance for colonization ... identify and explain broad trends using MAGPIES thematic learning objectives, highlight theme
<p><b>Lumbering</b> was an important single manufacturing activity. Fresh timber was used by ship builders in large quantities. Though this started in New England, it quickly spread to other colonies. By 1770, 400 vessels were built. About 1/3 of the British Merchant Marine was American built.</p>	
<p>The <b>University of Pennsylvania</b> was founded in 1751 in Philadelphia and was originally called "The Academy". Launched by a significant contribution by Benjamin Franklin, this university was the first American college free from denominational control. The first college in the colonies was <b>Harvard</b>, established in 1636 by the Massachusetts legislature primarily focused on training Congregational ministers.</p>	
<p>The <b>Pennsylvania Dutch</b> made up for about one-third of the colony's population. They were Germans who originally came to America fleeing religious persecution, economic oppression and the ravages of war. They were known as "Dutch" because of the German word "Deutsch" for German.</p>	
<p>The <b>Scots-Irish</b> were not actually Irish but Scottish Lowlanders who immigrated to Pennsylvania in the 1700s to avoid religious persecution by Catholic Ireland. They expanded illegally westward (due to Quakers occupying the good land), and although they proved to be strong frontiersmen, they were quick to quarrel with Indians and whites alike.</p>	
<p>Led by Scots-Irish, the <b>Paxton Boys</b> led an armed march on Philadelphia in 1764 to protest the Quakers' lenient policy toward the American Indians. Many Indians were slaughtered after the Quakers failed to protect them from the boys.</p>	<p><i>The Paxton Boys conflicted with natives on the frontier of Pennsylvania and resented the Quaker-run colonial government who chose to protect the Indians rather than fellow settlers. (migration)</i></p>
<p><b>The Regulator Movement</b> led by the Scots-Irish was a small but nasty insurrection in North Carolina against eastern domination of the colonial affairs.</p>	<p><i>The spirit of rebellion grew (identity: desire for independence) throughout the 1700s as more people on the frontier conflicted with the more established eastern region which controlled most of the political power.</i></p>
<p><b>J. Hector St. John Crèvecoeur</b> was a Frenchman. He was confused by the different "mixes of blood" in America. He asked, "What is the American, this new man?" He thought the "American" was just a strange site to see. He also marveled on the new American work ethic and sense of independence.</p>	<p><i>Cultural and ethnic blending in the colonies was like nothing the world had seen before. (migration, identity) Even though you had racial segregation among some groups such as Africans and American Indians, the 13 colonies produced a new "American" of diverse bloodlines. What was increasingly normal in the colonies was shocking in Europe.</i></p>
<p><b>Phillis Wheatley</b> (c. 1753-1784) was a gifted black poet who published admired verse in late-eighteenth-century America and England, was brought as a slave from Africa to Boston in 1761, when she was about eight years old, and bought by John Wheatley, a tailor. She was made Mrs. Wheatley's personal servant but quickly impressed her master with her remarkable intelligence, which he cultivated.</p>	
<p><b>John Peter Zenger</b> was a newspaper printer who was tried for but acquitted of seditious libel on grounds of truth.</p>	<p><i>The development of the American identity and political system included concepts such as freedom of speech. Zenger stated the truth, so even if it hurt someone's reputation, it was not a crime. This right materialized for all colonies/states in the 1<sup>st</sup> Amendment which gives people freedom of the press.</i></p>

## Part 4: Looking Ahead

You read about the impact of the Enlightenment on the developing American identity and political structure in unit 1. In unit 2, you will be studying the Revolutionary Era. Review the Enlightenment thinkers in the chart below and start making connections from the Colonial Era to the New Republic... the creation of a new nation.

Author	Publication	When	Ideas	Impact
Thomas Hobbes	<i>Leviathan</i>	1640s	It contained Hobbes' ideas about the absence of government which would be "war against all" in a "state of nature." (anarchy, everyman for himself, no law and order, chaos) In order to escape this terrible state, men entered into a " <b>social contract</b> " in order to establish a "civil society."	The idea of social contract was embraced by revolutionaries, but accepting abuses was not. This idea is the foundation of John Locke's later philosophies which had a much greater impact on revolutionary thinking.
John Locke	<b>Two Treatises on Government</b>	1689	Contained two works. The first criticized the ideas of patriarchy and declared that no government could be justified by the appeal of the "divine right" of kings to rule. The second shows a theory of civil society in which he claims that all men are created equal. He further elaborates by then saying that governments can only exist by the consent of the governed, and if the government doesn't protect the rights of the people, it can be overthrown. Developed further the concept of <b>natural rights</b> ; and that government did not have the right to take them away.	The very ideas that John Locke proposed on civil societies are woven into the DOI, the very document that officially severed the ties of Britain and the 13 colonies. Revolutionaries took the ability to overthrow the government to make their own start.
Charles de Secondat And Baron de Montesquieu	<i>Persian Letters</i>	1721	The letters contained criticism of French society. They were published secretly because people were punished for criticizing the king.	These letters encouraged people to embrace the idea of <b>freedom of speech</b> and the idea of criticizing government. American revolutionaries were engaged heartily in criticizing British political actions in the colonies.
Voltaire	<i>Multiple documents</i>	1700s	Voltaire was the pen name of Francois-Marie Arouet. He opened people's eyes to the corruption by officials and aristocrats through his writings. He covered topics like <b>slave trade</b> and <b>religious intolerance</b> . He also defended <b>Freedom of Speech</b> . He was supposed to have said, "I do not agree with a word that you say, but I will defend to the death your right to say it."	Our Declaration of Independence also reflects British government corruption which hurt the American colonies. Our Bill of Rights also stands for freedom of speech.
Montesquieu	<i>The Spirit of the Laws</i>	1748	The work formed the basis for the governmental idea of <b>separation of powers</b> . It explained how a government with it could function in a fairer manner. It called for other actions that would eventually come true like the <b>abolition of slavery</b> and the preservation of <b>individual rights</b> .	The revolutionaries were inspired by the idea of <b>separation of powers</b> . The new American government (after the first failure) includes <b>three branches</b> .
Denis Diderot	<i>Encyclopedia</i> (28 volumes)	1751	His purpose was to explain the new thinking and developing ideas on government, philosophy, and religion. These encyclopedias were translated into other languages and spread Enlightenment ideas to the rest of the world and the American colonies.	Diderot's ideas could have helped form the ideas for our government, because colonists had access to them. Revolutionary thought included forward thinking on topics he covered.
Jeanne Jacques Rousseau	<i>The Social Contract</i>	1762	This work argues if there can be a legitimate political authority. His ideas stem from the idea that mankind must enter a " <b>social contract</b> " with others in order to achieve more. He claims that a man would not sell his freedom for slavery, so participants in government had to be free. He proceeds to then say that a government in any form should have two parts: the sovereign and the government. The sovereign would act as the legislative body of the state, and the government would handle the rest.	The piece argues against the idea that monarchs have the <b>divine right to rule</b> . This is one of the basic ideas of the Revolutionary War, and revolutionaries took the works of Rousseau as support for their cause.

Term Review written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, Wikipedia.org, College Board Advanced Placement United States History Framework 2015 revised edition and the 2012 edition, 12<sup>th</sup> edition of *American Pageant*, *USHistory.org*, *Britannica.com*, *LatinAmericanHistory.about.com*