Unit 1 Colonization

Overview:
Compare & contrast the development of English colonization during the 17th century.
Describe the early English colonial society and investigate the development of its governance.

Assignments:
- Return syllabus Due 8/15
- Collect required materials (2 inch binder)
- “Six Concepts” Worksheet Due 8/16 (A), 8/19 (B)
- P.W. von Hornick “Nine Tenets” Reading Due 8/20 (A), 8/21 (B)
- “Starving Time” DBQ Due 8/22 (A), 8/23 (B)
- Puritans Questions Due in class 8/22-23
- Anti-Slave Trade Speech Due 8/28 (A), 8/29 (B)
- 18th Century Colonial Society Reading/Questions Due 8/30 (A), 9/3 (B)

Quizzes and Test:
- Vocabulary Quiz 8/26 (A), 8/27 (B)
- Unit 1 Exam (Summative) 9/4 (A), 9/5 (B)

Textbook Independent Reading*:
Chapter 2 When Worlds Collide
Chapter 3 Planting Colonies in North America
Chapter 4 Slavery and Empire
Chapter 5 The Cultures of Colonial North America
* This unit covers a lot of ground so it is up to you to choose how to conduct the readings. You may take notes, add to class notes, or choose 1 or 2 chapters to read instead of all 4.

Vocabulary:
Change
Continuity
Causation
Consequence
Significance
Perspective
Mercantilism
Middle Passage
Navigation Acts
Triangular Trade
Headright system
Joint-stock company
Charter colony
Royal colony
Proprietary colony
Indentured servitude
House of Burgesses
Bacon’s Rebellion
Mayflower Compact
Puritans – separatists and non-separatists
Pilgrims
Quakers (Society of Friends)
King Philip’s War
Wampanoag
Great Awakening
Salutary Neglect

In addition to the information on this sheet, please check the class website often. PowerPoints and other resources can be found there.
www.mslucohistory.com

Mercantilism and the Transatlantic Trade
1. What factors drove European colonization of the Americas?
2. How did European colonizers differ in their relationship with American Indians?
<table>
<thead>
<tr>
<th>Spanish</th>
<th>French</th>
<th>English</th>
<th>Dutch</th>
</tr>
</thead>
</table>
3. What were the goals of mercantilism? How did that system of economy benefit the “Mother Country”?
4. How did mercantilism affect the English colonies?
   What limits were put in place by the Navigation Acts?
5. What were the most important economic activities of the colonies? The least important?
6. What commodities were traded along each “branch” of the Triangular Trade?
7. How were African slaves bound into slavery?
8. What was the economic and social impact of slavery in the New World?
9. What were the long-term effects of the Trans-Atlantic slave trade in the Americas? In Africa?

English Colonization – The Southern Colonies
1. What was the purpose of the headright system?
2. What reasons did the English have for colonizing North America?
3. What challenges were faced by English settlers in the Southern colonies?
4. Jamestown:
   a. When/ where/ by whom was the colony founded?
   b. Who was John Smith? John Rolfe (major contribution he made to the colony)?
   c. What was the “Starving Time”?
   d. How did the colonists’ relationship with the Powhatan Confederacy change over time?
5. What were the effects of Bacon’s Rebellion?
6. How were the following colonies founded:
   a. Maryland
   b. North and South Carolina
   c. Georgia (2 goals of the colony)
7. What did the Southern economy (Chesapeake v. Lower South) depend on? How did this affect the population composition of the Southern colonies?

English Colonization – Mid-Atlantic and New England
1. How did religious beliefs differ in the Middle Colonies vs. the New England colonies?
2. Which colony was the most religiously tolerant? Least?
3. Mid-Atlantic colonies:
   a. Geography
Unit 1 Colonization

Essay Questions Unit 1 Exam:
You will have the option to respond to ONE of the following questions in essay form. I encourage you to prepare ahead of the exam by creating an outline of your response.

1. Evaluate the differences and similarities between the Southern and New England colonies. Think about the social and economic characteristics of the two regions. How was society structured in the South versus the North? What did the economies of each region depend on?

2. Evaluate the social and economic impact of contacts between American Indians and the early English settlers of the Chesapeake region and New England. How did those contacts alter the lives of individuals within each society? What are some examples of interaction and conflict?

3. New England colonies:
   a. Geography
   b. Economy depended on ___

4. New England colonies:
   a. Geography
   b. Economy depended on ___

5. For the following colonies, know who founded the colony, and for what purpose:
   a. Massachusetts (Massachusetts Bay colony vs. Plymouth colony)
   b. Rhode Island
   c. Pennsylvania

6. What was the role of religion in Puritan society?

7. Who was Anne Hutchinson?

8. How did New York become a British colony?

9. How did the New England colonists' relationship with American Indians change over time?

10. What was the Puritan stance on education? On the role of women?

Colonial Society

1. What was the role of women in colonial society and how did it differ from that of men?

2. What happened during the Salem Witch Trials? What was it a reaction to?

3. What examples of cultural, religious, and political diversity were present in the English colonies?

4. What was the Great Awakening? What role did preachers play? What were some political and cultural effects?

5. Who made up the colonial population?

6. What was Salutary Neglect?

Paper 3 Rubric (Modified for Unit 1 Only):

0 Response does not reach a standard described by the descriptors below.

1-3 There is little understanding of the demands of the questions. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task. Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant, or vague.

4-6 The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence. Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.

7-9 The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach. Knowledge is partly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.

10-12 The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places. Knowledge is mostly accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.

13-15 Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well-structured, balanced, and effectively organized. Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.