Summer Assignment Packet

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

Section One: Chapters 1 - 3 in our main textbook, The American Pageant

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

Suggested procedure: Read the chapter "overview" page first. The Chapter Themes are essentially "thesis" statements, the essential understandings of the full chapter. The Chapter Summary is self-explanatory - reading the Themes and the Summary sections first will help focus your attention on the "big picture" in advance, as it is easy to get lost in the very detailed chapter presentation of historical information. When you have finished the actual chapter from the textbook, complete the "guidebook" exercises that have been provided. It's best to complete the Guidebook sections in pencil, as some of the questions can be difficult. The Guidebook is provided to students as a review tool. Making a good effort to complete and study the Guidebook before APUSH exams should replace the necessity for students to outline the textbook chapters! Finally, take a look at the Discussion Questions that are the bottom of the chapter overview pages. These critical-thinking questions are used for classroom discussions and assigned writing throughout the year and provide opportunities for students to demonstrate their mastery and understanding of the content. Note: Each chapter overview page also provides several short biographies of some of the important or interesting historical personalities presented in that chapter ... though these biographies are not required reading, they do provide some very interesting information and present a fuller picture of the background and motives of these important individuals.

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

Students will complete a short position paper after reading the famous play based upon the Salem Witch Trials of 1692. The first major course Project and an assessment exam based on The Crucible will also be scheduled at the beginning of the new school year. All the details about this portion of the Summer Assignment are on the other side of this page ...
Wissahickon High School

Mrs. Moore & Mr. Shoemaker

Advanced Placement United States History

Assignment, Part I:
Read Arthur Miller’s play *The Crucible*

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

Assignment, Part II

Consider the question below and complete your response in standard essay format. All papers must be typed, double-spaced, font: Times New Roman, size 12. This essay, or short position paper, requires an introductory paragraph that includes your thesis statement, followed by a minimum of three body paragraphs presenting and substantiating your thesis and then, a concluding paragraph. Do not introduce new “evidence” in your summation - anything worth arguing should be in the body of your position paper. Be sure to provide for all questions posed when creating your thesis position – think of it as a thesis paragraph, not necessarily a singular thesis statement!

Background:

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

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

Assigned question:

Analyze Arthur Miller's perspective on the timeless American societal struggle between creating necessary societal order (through repression?) while still enjoying our cherished goal of freedom. Assess the validity of Miller’s viewpoint, by focusing on the extent to which it is (or is not) applicable to 21st century American society, from 2010 to the present. Be sure to include a few specific examples (issues, events) as your evidence!

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

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

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

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

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

CHAPTER SUMMARY

Millions of years ago, the two American continents became geologically separated from the Eastern Hemisphere and mists where humanity originated. The first people to enter these continents came across a temporary land bridge from Siberia about 35,000 years ago. Spread across the two continents, they developed a great variety of societies based largely on food agriculture and hunting. In North America, some early Indian peoples like the Iroquois, the Arawak, and the Mississippians evolved agricultural economies. But on the whole, North American Indian societies were less homogeneous and urbanized than those in Central and South America, though equally diverse in culture and social organization.

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

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

QUESTIONS FOR CLASS DISCUSSION

1. How did Indian societies of South and North America differ from European societies at the time the two came into contact? In what ways did Indians retain a "world view" different from that of the Europeans?

2. What role did disease and forced labor (including slavery) play in the early settlement of America? In the view of the Spanish and Portuguese as especially harsh conquerors and exploiters valid—or is this image just another version of the English "black legend" concerning the Spanish role in the Americas?

3. Are the differences between Latin America and North America due primarily to the differences between the respective Indian societies that existed in the two places, or to the disparity between Spanish and English cultures? What would have happened if the English had conquered densely settled Mexico and Peru, and the Spanish had settled less densely populated North America?

4. In what ways are the early (pre-1800) histories of Mexico and the present-day Americas, seen from a historical perspective, different from those of the United States? Have any of these historical disparities affected the present-day political and social relations between the two nations?

5. Why was the Old World able to dominate the New World? What were the strengths and weaknesses of the Old World? What were the strengths and weaknesses of the New World?
CHARACTER SKETCHES

Christopher Columbus (1451–1506)

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

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

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

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


Moctezuma II (1466–1520)

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

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

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

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

Quote: “I have in truth seen you and I have never seen you upon your face. You have come between mist and clouds, and now it has come to pass. Now you have arrived, with much fatigue and toil. Come to our land, come and remove.” (Message to Cortés as he approached Tenochtitlan, 1519)

Hernán Cortés (1485–1547)

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

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

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

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

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

1. Hernando de Soto
   A. Female Indian slave who served as interpreter for Cortés
2. Cortés and Moctezuma
   B. Legendary founder of the powerful Inca empire
3. León de Carvajal
   C. Wealthy capital of the Aztec empire
4. Díaz and de Güzman
   D. freshwater and-breeding center of Columbus's voyages in the New World
5. Columbus
   E. Philippine navigator who sailed across the Alaska coast
6. Malinche
   F. Founded in 1565, the oldest continuously inhabited European settlement in United States territory
7. Montezuma
   G. Enlisted brave warriors who fought for Hernán Cortés
8. Elvas
   H. Nation that conquered the Inca Empire and had arrived off the coast of Asia rather than an unknown continent
9. Tordesillas
   I. Nation that ruled the Philippines in the 16th century
10. St. Augustine
    J. Spanish conquistadors who sailed to Spanish component
11. John Cabot
    K. French missionary who settled California
12. Junipero Serra
    L. French sea left by sailing through whose mainstream is the Great Salt Lake

Matching Causes and Effect

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

Cause
1. The Age of Exploration
2. Colonization of the Americas
3. New sailing technology and desire for glory
4. Portugal's mission of sugar plantations on Atlantic coastal islands
5. Columbus's first encounter with the New World
6. Native Americans' lack of immunity to smallpox, malaria, and yellow fever
7. The Spanish conquest of the Aztec Empire
8. Aztec legend of a returning god, Quetzalcoatl
9. The Spanish need to protect Mexico against French and English encroachment
10. Protestant idea of the conversion of Native Americans

Effect
A. Rapid expansion of global economic commerce and manufacturing
B. European voyages of exploration and trade across the Atlantic to reach Asia and across the Pacific to reach Asia
C. Establishment of Spanish settlements in Florida and New Mexico
D. Expansion of a "land bridge" between Asia and North America
E. Formation of a church of missions settlements in California
F. A global exchange of animals, plants, and diseases
G. The formation of large, sophisticated civil
e. Medicine in Mexico and South America
H. Cortés's relatively easy conquest of the Aztec Empire
I. A decline of 90 percent in the New World Indian population
J. The rapid expansion of the African slave trade

Matching Things in Order

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

1. The wealthy Aztec civilization falls to Cortés.
2. Portuguese navigators sail along the west coast of Africa.
3. The first human inhabitants cross into North America from Siberia across a temporary land bridge.
4. The Spanish conquistadors conquer the Aztec Empire and begin to colonize.
5. Spanish conquistadors move into the Rio Grande valley of New Mexico.
1. The geologically oldest mountains in North America are
   a. the Appalachian
   b. the Rockies
   c. the Cascades
   d. the Sierra Nevada

2. The Indian peoples of the New World
   a. developed no advanced forms of civilization.
   b. were divided into many diverse cultures speaking more than two thousand different languages.
   c. were all organized into the two large regions of the Iroquois and the Aztecs.
   d. relied primarily on nomadic hunting of domesticated animals for their sustenance.

3. The Spanish Conquest resulted in a strong political and military influence until
   a. the Spanish conquest of the Americas
   b. the age of exploration
   c. King Philip's War
   d. the American Revolution

4. Among the important forms that first attracted European interest in trade and exploration was
   a. the Christian crusades who brought back a taste for the silks and spices of Asia.
   b. the Arab slave traders on the coast east of Africa.
   c. the Scandinavian sailors who had kept up continuous trade contacts with North America.
   d. the division of Spain into small kingdoms competing for wealth and power.

5. Among the most important American Indian products to spread to the Old World were
   a. the tobacco plant
   b. the tomato plant
   c. the potato plant
   d. the cassava plant

6. The primary staple of Indian agriculture were
   a. corn, beans, and squash.
   b. rice, wheat, and potatoes.
   c. maize, beans, and potatoes.
   d. wheat, oats, and barley.

7. The number of Indians in North America at the time Columbus arrived was approximately
   a. one million.
   b. five million.
   c. twenty million.
   d. two hundred and fifty million.

8. Before Columbus arrived, the only Europeans to have temporarily visited North America were
   a. the Vikings.
   b. the Spanish.
   c. the Normans.
   d. the Italians.

9. The Portuguese were the first to enter the slave trade and establish large-scale plantations using slave labor in
   a. West Africa.
   b. the Caribbean sugar islands.
   c. the West Indies.
   d. Brazil.

10. Much of the impact for Spanish exploration and pursuit of gold between the years
    a. successful war with England.
    b. colonial expansion and settlement of the Missouri.
    c. voyages of discovery along the coast of Africa.
    d. conversion to Roman Catholicism.

11. A useful political development that paved the way for the European colonization of America was
    a. the rise of Indian city-states like Tenochtitlan and Guanajuato.
    b. the spread of the Spanish language to other regions.
    c. the rise of the centralized national monarchies such as that of Spain.
    d. the political alliance between the Christian peninsular and Muslim traders.

12. The primary reason for the drastic decline in the Indian population after the encounter with the Spanish was
    a. the spread of smallpox and other diseases.
    b. the Spanish policy of exterminating the indigenous peoples.
    c. the severe drought in the Mexican landscape.
    d. the loss of precious metals to the Spanish crown.

13. Cortés and his men were able to conquer the Aztec capital Tenochtitlan partly because
    a. they had larger forces than the Aztecs.
    b. the Aztec ruler Montezuma believed that Cortés was a god whose return had been predicted.
    c. the Aztecs were peace-loving people who did not believe in war or conquest.
    d. the city of Tenochtitlan already had been devastated by a disease epidemic.

14. The primary early colonial settlement in the New World was
    b. New Jersey.

15. The belief that the Spanish only killed, tortured, and stole from the Americas while doing nothing good is called
    a. the encounter.
    b. the conquest.
    c. the extension.
    d. the Spanish Inquisition.

Spanish soil and other land from the Americas yielded tobacco and economic growth.

12. The Spanish colonizers had little to do with the native peoples of Mexico and were often in conflict with them.

13. The Crown of Spain was founded by Timoteo of Spain and included the Spanish possessions in North America.

14. Early explorers in search of trade with the Spanish colonists in the Americas.

15. The Spanish conquest in the New World was largely a success, and improved the economy of the colonies.
The Planting of English America, 1500–1733

CHAPTER THEMES

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

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

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

CHAPTER SUMMARY

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

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

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

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

QUESTIONS FOR CLASS DISCUSSION


2. How did Spanish success in the New World influence the English colonial efforts? How did England’s earlier experience in Ireland influence its colonial efforts in the New World? How did different events in England (and Europe) affect England’s southern colonies in the New World?

3. Were the English colonizers crueler or more tolerant than the Spanish conquistadores? Why did the Spanish tend to settle and intermarry with the Indian population, whereas the English either killed the Indians, drove them out, or confined them to separate territories? How did this pattern of interaction affect white and Indian societies?

4. Were the development of African slavery in the North American colonies inevitable? (Consider that it never developed in some other colonial areas, for example, Mexico and New France.) How would the North American colonies have been different without slavery? What role did the Spanish encomiendas system and British sugar colonies play in introducing slavery to the southern colonies?

5. How did the reliance on plantation agriculture affect the southern colonies? Were their societies relatively “loose” because they were primarily rural, or because they tended to rely on forced labor systems?

30. Ireland 54. Charles Town 58. Powhatan’s Confederacy
31. Santa Fe 55. House of Burgesses 59. Chippewa
32. Quebec 56. Protestant Reformation 60. English Civil War
53. Jamestown 57. Spanish Armada
CHARACTER SKETCHES

John Smith (1580–1631)

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

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

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

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

Pocahontas (1595–1617)

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

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

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


John Rolfe (1585–1622)

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

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

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

Quote: "Likewise, add hereunto her great appearance of love to me, her desire to be taught and instructed in the knowledge of God, her capabilities of understanding, and her openness and willingness to receive any good impression, beside her own inclinations stirring me up." (Letter to Governor Thomas Dale, 1614, explaining reasons for wanting to marry Pocahontas.)
The Planting of English America, 1500–1733

Matching People, Places, and Events

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

1. Pembroke
   A. Founded as a haven for British Catholics
   B. Indian leader who led tribes in the James River area of Virginia
   C. Irish military governor of Virginia who employed the "fishing as a pretext against the Indians
   D. British West Indian sugar colonies where large-scale plantations and slavery took root
   E. Founded as a settlement for debtors by philanthropists
   F. Colony that was called "a vase of immorality between two mountains of terror"
   G. The unexplored area that led England to national glory
   H. The Catholic ambassador who sought to build a monastery for his fellow believers
   I. The first permanent English colony
   J. 1619
   K. The English colonies that established a House of Burgesses in 1629
   L. Leaders who raised the Jamestown settlers from the "starving time"
   M. The Englishwoman who sailed in the attempts to found New World colonies
   N. The English philosopher who founded the Georgia colony
   O. Colony that tried to import enslaved Africans for labor in its extensive rice plantations

2. Lord De La Warr
3. Jamestown
4. English
5. Elizabeth I

Matching Cause and Effect

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

Cause
1. The English victory over the Spanish Armada
   A. Led to the two Anglo-Spanish wars that virtually extinguished Spanish colonies
2. The English law of primogeniture
   B. Established England to gain control of the North-Atlantic seas
3. The enacting of English defenses and expanded
   C. Forced gold-seekers to work and defend them from Indian resistance.
4. Lord De La Warr's use of large scale "Irish tactics" in Virginia
   D. Led to the founding of the independent-minded North Carolina colony
5. The English government's persecution of Roman Catholics
   E. Led many protestant born of the gentry to seek their fortunes in exploration and colonization
6. The slave code of England's Barbados colony
   F. Contributed to the formation of powerful labor coalitions like the Negro and the Algonquins
7. John Smith's Ivan leadership in Virginia
   G. Kept the tobacco crop safe and largely unexplored for a long time
8. The English settlers'航海 exploration of Mexico Indian tribes
   H. Forced numerous laborers off the land and sent them looking for opportunities elsewhere
9. The flight of poor farmers and religious dissenters from poorer crops Virginia
   I. Became the legal basis for slavery in North America
10. English's inability clients, resistance to slavery, and vulnerability to Spanish attacks

Effect

Putting Things in Order

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

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

1. After decades of religious turmoil, Parliament finally gained permanence dominance in England after the accession to the throne of
   a. King Edward VI.
   b. Queen Mary I.
   c. Queen Elizabeth I.
   d. King James I.

2. In England and Europe, English soldiers developed a contemptuous attitude toward "savages" partly through their colonizing experiences in
   a. Canada.
   b. Spain.
   c. India.
   d. Ireland.

3. England's victory over the Spanish Armada gave it
   a. control of the Spanish colonies in the New World.
   b. dominance of the Atlantic Ocean and a vibrant sense of nationalism.
   c. a stable social order and economy.
   d. effective control of the African slave trade.

4. At the time of the first colonization efforts, England
   a. was struggling under the political domination of Spain.
   b. was enjoying a period of social and economic stability.
   c. was undergoing rapid economic and social transformation.
   d. was undergoing social political conflicts between advocates of republicanism and the monarchy of Elizabeth I.

5. Many of the early British settlers in America were
   a. displaced settlers from Ireland and Bath.
   b. merchants and shopkeepers from the Midlands.
   c. urban artisans from Glasgow and Edinburgh.
   d. spread cheap labor from eastern and western England.

6. England's first colony at Jamestown
   a. was an immediate economic success.
   b. was saved from failure by John Smith's leadership and by John Rolfe's introduction of tobacco.
   c. endured the severe and consistent support of King James I.
   d. depended on the introduction of African slave labor for its survival.

7. Representative government was first translated to America in the colony of
   a. Virginia.
   b. Maryland.
   d. Georgia.

8. One important difference between the founding of the Virginia and Maryland colonies was that
   a. Virginia colonists were willing to work only if they could acquire their own land, while Maryland colonists looked for their future.
   b. Virginia depended primarily on its tobacco economy, while Maryland turned to rice cultivation.
   c. Virginia colonists were more religiously diverse, while Maryland colonists intended the colony to be a place of English Catholics.
   d. Virginia was founded solely as an economic venture, while Maryland was intended partly to secure religious freedom for persecuted Puritan Catholics.

9. After the Act of Toleration in 1690, Maryland provided religious freedom for all
   b. atheists.
   c. Presbyterians and Catholics.
   d. those who declared the divinity of Jesus.

10. The primary reason that no new colonies were founded between 1634 and 1670 was
    a. the severe economic conditions in Virginia and Maryland.
    b. the civil war in England.
    c. the continuous civil conflicts between Spain and England that disrupted sea-lanes.
    d. the English House of Commons hostility to colonial ventures.

11. The early conflicts between English settlers and the Indians near Jamestown laid the limit to
    a. the intermarriage of white settlers and Indians.
    b. the incorporation of Indians into the "military" part of American culture.
    c. the separate settlement of the Indians into the separate territories of the "reservation system.
    d. the use of Indians as a slave-labor force on white plantations.

12. In colonial England-Indian relations, the term "middle ground" referred to
    a. the coastal territory between English colonies and nonEuropean Indian tribes.
    b. the area around the Great Lakes that was contested by the English and French forces.
    c. the economic zones where English and Indian traders met to exchange furs for manufactured goods.
    d. the cultural zones where English and Indian cultures were forced to accommodate one another by shared practices that included intermarriage.

13. After the defeat of the coastal Powhatan and Yamassee Indians by North Carolina in 1711-1735,
    a. there was almost no Indian land left west of the Mississippi River.
    b. the remaining southeastern Indian tribes formed an alliance to wage war against the whites.
    c. the powerful Creek, Cherokee, and Iroquois united in the eastern portion of the Appalachian Mountains as a barrier against white expansion.
    d. the remaining coastal Indians retreated to the West Indies.

14. Most of the early white settlers in North Carolina were
    a. religious dissenters and poor whites fleeing persecution in Virginia.
    b. wealthy planters from the West Indies.
    c. the younger, ambitious sons of English gentry.
    d. ex-cadets and debtors released from English prisons.

15. The high-minded philanthropists who founded the Georgia colony were especially interested in
    a. women's rights and labor reform.
    b. temperance and prohibition in the East Indies.
    c. prison reform and abolition of slavery.
    d. religious and political freedom.

True-False

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

1. Protestant England's early colonial ambitions were fueled by its religious rivalry with Catholic Spain.
2. The early English colonization efforts experienced surprising success.
3. The defeat of the Spanish Armada was important in North American colonization because it enabled England to compete Spain's New World empire.
4. Among the English colonists most interested in colonization were unemancipated servants and the younger sons of the gentry.
5. Originally, the primary purpose of the joint-stock Virginia Company was to provide for the well-being of the English settlers in the colony.
6. The defeat of Powhatan's Indian forces in Virginia was achieved partly by Lord De La Warr's use of tribal "Indian allies.
7. The primary factor disrupting Indian cultures in the early years of English settlement was the introduction of Christianity.
8. The Maryland colony was founded to establish a religious refuge for persecuted English Catholics.
Settling the Northern Colonies, 1619–1700

CHAPTER THEMES


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

Theme: Principles of American government developed in New England with the beginnings of written constitutions (Massachusetts Bay and Connecticut’s royal charters) and with glimpses of colonial power in town hall meetings, the New England Confederation, and colonial opposition to the Dominion of New England.

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

CHAPTER SUMMARY

The New England colonies were founded by English Puritans. While most Puritans sought to “purify” the Church of England from within, a small group of Separatists—the Pilgrims—founded the first small, pious Plymouth Colony in New England. More important was the larger group of nonconforming Puritans, led by John Winthrop, who founded the Massachusetts Bay Colony as part of the “great migration” of Puritans fleeing persecution in England in the 1630s.

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

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

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

QUESTIONS FOR CLASS DISCUSSION

1. Did the Puritans really come to America seeking religious freedom? How did they reconcile their own religious dissent from the Church of England with their persecution of dissenters like Hutchinson and Williams? Does their outlook make them hypocrites?

2. How were government and religion—or church and state—related in New England and the middle colonies? How does the colonial view of these matters compare with more recent understandings?

3. Was an American Revolution separating the colonies from England inevitable after the Glorious Revolution had encouraged colonists to end the Dominion of New England, England’s serious attempt at enforcing royal authority? Did England’s “saturate neglect” contribute to future problems in its empire? How might England have been able to successfully enforce its rule on the colonies without causing rebellion?

4. Dutch colonization efforts in New Netherland most closely resembled English colonization efforts in which region: New England, the middle colonies, or the southern colonies? The Dutch had a powerful presence in the East Indies, so why were the Dutch less successful in the West Indies and North America? What is the lasting influence of the Dutch in English North America?

5. How does the founding of the New England colonies compare with the origins of the middle colonies? In what ways were New England and the middle colonies each like the South, and in what ways were they different?

6. In what ways were the middle colonies of New York more “open” and diverse than New England? In what ways were they less democratic?

7. How did different events in England affect the New England and middle colonies in the New World? Which was the most affected and least affected by events in the Old World: New England, middle colonies, or southern colonies?

8. What were the push and pull factors for immigrants coming to each region of English colonies (New England, the middle colonies, and the southern colonies)?

9. John Calvin
10. Anne Hutchinson
11. Roger Williams
12. Henry Thoburn
13. William Bradford
14. Peter Stuyvesant
15. William Penn
16. Thomas Hooker
17. William Penn
18. John Winthrop
19. King Philip (Massachusetts)
20. John Cotton
21. Sir Edmund Andros
22. Nathaniel Adames
23. John Harvard
24. John Harvard
25. Francis Bacon
26. Enoch Whiston
27. "visible saints"
28. conversion
29. doctrine of a soul
30. covenant
31. antinomianism
32. runaway slave
33. military neglect
34. passive resistance
35. "city upon a hill"
36. Protestant Reformation
37. Puritans
38. New England Confederation
39. Calvinism
40. Massachusetts Bay Company
41. Dominion of New England
42. Institutes of the Christian Religion
43. Navigation Laws
44. Great Migration
45. Glorious Revolution
46. Puritans
47. General Court
48. Deists, West India Company
49. Separatists
50. Bible Commonwealth
51. Quakers (Religious Society of Friends)
52. Mayflower Compact
CHARACTER SKETCHES

John Winthrop (1588–1649)
John Winthrop was the leader of the great Puritan migration to Massachusetts Bay in 1630 and the dominant influence in the early colony. His personality and political policies reflected the complex nature of New England Puritanism: intense, high-minded, sober, driven, intellectual, intolerant.

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

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

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


Anne Hutchinson (1591–1643)
Anne Hutchinson was the strongest religious dissenter whose challenge to Massachusetts Bay authorities from 1636 to 1638 shook the infant colony to its foundation and led to her banishment.

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

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

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

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

Court: "Yet you show us not a rule."

Hutchinson: "I have given you two places of Scripture."

Court: "But neither of them will suit your practice."

Hutchinson: "Must I show you my name written therein?"

(Excerpt from Hutchinson's trial, 1637)


William Penn (1644–1718)
Although this English Quaker who founded Pennsylvania engaged in frequent quarrels with the colony's settlers, his basic policies of liberalism, tolerance, and free immigration had a lasting effect on Pennsylvania and eventually on other American colonies, as well.

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

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

Penn was considered handsome, courteous, and well read—a remarkable combination of religious visionarity, charming courtier, and practical statesman. In the words of a contemporary: "a man of great abilities, of an excellent disposition, quick of thought and ready of utterance, full of true discipleship, even love, without discrimination."

Quote: "I am sorry at heart for your sufferings. For the love of God, me, and the poor country, be not so governed with, so London, and so open in your dissatisfaction." (Letter to Settle, 1701)
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<th>Matching People, Places, and Events</th>
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<td>Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.</td>
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<tr>
<td>1. <strong>Martin Luther</strong>&lt;br&gt;A. Dissident religious group in Massachusetts Bay</td>
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<td>2. <strong>John Calvin</strong>&lt;br&gt;B. Founder of the Congregational Church of the middle colonies</td>
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<td>3. <strong>Salem</strong>&lt;br&gt;C. Mass flight by religious dissidents from the prosecution of Archbishop Laud and Czanisty</td>
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<td>4. <strong>Plymouth</strong>&lt;br&gt;D. Small colony that eventually merged into Massachusetts Bay</td>
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<td>5. <strong>Massachusetts Bay Colony</strong>&lt;br&gt;E. Religious dissent convicted of the heresy of deism</td>
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<td>6. <strong>John Winthrop</strong>&lt;br&gt;F. Influx leader who waged an unsuccessful war against New England</td>
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<td>7. <strong>Great Puritan Migration</strong>&lt;br&gt;G. Consecrated march that began Protestant Reformation</td>
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<td>8. <strong>Georgia</strong>&lt;br&gt;H. Religious group persecuted in Massachusetts and New York but not in Pennsylvania</td>
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<td>9. <strong>New Haven</strong>&lt;br&gt;I. Representative assembly of Massachusetts Bay</td>
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<td>10. <strong>New Jersey</strong>&lt;br&gt;J. Colony named for New Sweden, who later lost New Netherland to the English</td>
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<td>11. <strong>Anne Hutchinson</strong>&lt;br&gt;K. Reformer whose ideas inspired English Puritans, Scotch Presbyterians, French Huguenots, and Dutch Reformed</td>
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<td>12. <strong>Roger Williams</strong>&lt;br&gt;L. Man among the few who founded English colonies</td>
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<td>13. <strong>King Philip</strong>&lt;br&gt;M. Colony whose government sought to enforce God’s laws on believers and nonbelievers alike</td>
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<td>14. <strong>Peter Stuyvesant</strong>&lt;br&gt;N. Radical leader of the most treacherous New England colony</td>
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<td>15. <strong>William Penn</strong>&lt;br&gt;O. Radical leader of the most treacherous New England colony</td>
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<td><strong>Cases</strong>&lt;br&gt;1. Charles I’s persecution of the Puritans</td>
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<td>2. Puritans’ belief that their government was based on a covenant with God</td>
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<td>3. Puritans’ persecution of religious dissenters like Roger Williams</td>
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<td>4. The Great Revival</td>
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<td>5. King Philip’s War</td>
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<td>6. The Dutch West Indies Company’s search for quick profits</td>
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<td>7. Dutch and English control of vast Hudson Valley estates</td>
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<td>8. The English government’s persecution of Quakers</td>
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<td>9. William Penn’s liberal religious and immigration policies</td>
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<td>10. The middle colonies’ cultivation of tobacco, textile, river valleys</td>
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<td><strong>Effect</strong>&lt;br&gt;A. God to overthrow of Antego’s Dominion of New England</td>
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<td>B. Encouraged development of Pennsylvania, New York, and New Jersey as rich, grain-growing “bread colonies”</td>
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<td>C. Secured political control of New York for a few aristocratic families</td>
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<td>D. Squashed Dominion of the Massachusetts Bay Company and mass migration to New England</td>
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<td>E. Encouraged large-scale foreign immigration to Pennsylvania</td>
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<td>F. Led to restriction of political participation in colonists Massachusetts to “white males”</td>
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<td>G. Squashed William Penn’s planting of Pennsylvania</td>
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<td>H. Meant that New Netherland was run as an enlightened business for trading colonies</td>
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<td>I. Ended New England Indians’ attempts to halt white expansion</td>
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<td>J. Led to the founding of Rhode Island as a haven for religious folks</td>
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### Settling the Northern Colonies, 1619–1700

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<tr>
<td>1. Sixteenth-century religious reform movement begun by Martin Luther</td>
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<td>2. English Catholics who sought a thorough cleansing from within the Church of England</td>
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<td>3. Radical Catholics who considered the Church of England no longer true to the faith and formed their own independent churches</td>
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<td>4. The stipulated agreement by the Pilgrims and the Dutch to establish a body politic and submit to majority rule</td>
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<td>5. Puritan term for their belief that Massachusetts Bay had a special arrangement with God to become a holy society</td>
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<td>6. Charles I’s political action of 1629 that led to persecution of the Puritans and the establishment of the Massachusetts Bay Company</td>
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<td>7. The two major governing bodies of Massachusetts Bay</td>
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<td>8. Anne Hutchinson’s journey belief that this truly novel need not obey human or divine law</td>
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<td>9. Common fate of Roger Williams and Anne Hutchinson after they were convicted ofesy in Massachusetts Bay</td>
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<td>10. Villages where New England Indians who converted to Christianity were gathered</td>
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<td>11. Successful military action by the colonies united in the New England Confederation</td>
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<td>12. English revolt that led to the overthrows of the Dominion of New England</td>
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<td>13. River valley where vast estates owned an aristocratic landholding society in New England</td>
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<td>14. Required, seven statements of loyalty or religious belief, assisted by Quakers</td>
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<td>15. Common action in which the colonists engaged to avoid the restrictive, unpopular Navigation Laws</td>
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### Putting Things in Order

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

1. New England Confederation achieves a notable military success.
2. English settlers migrate from Holland to America.
3. Swedish colony on Delaware River is suppressed by Dutch neighbors.
4. Massachusetts colony is founded by non–English settlers.
6. Capture of an English colony returns a royal charter for a colony.
7. Puritans begin a discreet investigation of the colony.
8. English colonists and New England are overthrown in America.
9. James II is overthrown in England and Bishop Ainsworth is overthrown in America.
Multiple Choices

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

1. The principal motivation shaping the earliest settlements in New England was
a. the desire for political freedom.
b. religious commitment and devotion.
c. economic opportunity and the chance for a better life.
d. a spirit of adventure and interest in exploring the New World.

2. Compared with the Plymouth Colony, the Massachusetts Bay Colony was
a. dedicated to complete separation from the Church of England.
b. affected with corruption and incompetency.
c. more focused on religion rather than political liberty.
d. larger and more prosperous economically.

3. One reason that the Massachusetts Bay Colony was not a true democracy is that
a. only church members could vote for the governor and the General Court.
b. political offices were modified by the church.
c. people were not permitted to discuss issues freely in their own town.
d. the governor and his assistants were appointed rather than elected.

4. The most distinctive feature of the Rhode Island Colony was that
a. it enjoyed the most complete religious freedom of all the English colonies.
b. it received an official charter from England.
c. it maintained a high proportion of well-educated and well-off colonists.
d. it had a strong common sense of religious purpose.

5. Before the first English settlement in New England, Indians in the region had been devastated by
a. civil wars with the French.
b. harsh weather that reduced the crop harvests and caused severe famine.
c. disease epidemics caused by contact with English fishermen.
d. internal conflicts caused by disputes over hunting grounds.

6. The Indian tribe that first encountered the Pilgrims in New England were the
a. Iroquois.
b. Wampumpe.
c. Narragansetts.
d. Hurons.

7. The Puritan missionary efforts to convert Indians to Christianity were
a. weak and mostly unsuccessful.
b. initially successful but undermined by constant warfare.
c. similar to the evangelistic efforts of the Catholics in Spain and France.
d. developed only after the Indians were defeated and confined to reservations.

8. King Philip’s War represented
a. an example of the dominance of the Wampanoag, Pequot, and Narragansetts.
b. the last major Indian effort to repel New Englanders’ encroachment on their lands.
c. a relatively minor conflict in terms of actual fighting and casualties.
d. the first sustained military conflict between New England colonists and the English King.

9. The primary value of the New England Confederation lay in
a. restoring harmony between Rhode Island and the other New England colonies.
b. promoting better relations between New England colonists and their Indian neighbors.
c. providing the first step on the road to intercolonial cooperation.
d. defending colonial rights against increasing pressure from the English monarchy.

10. The event that spelled the collapse of the Dominion of New England was
a. King Philip’s War.
b. the revocation of the Massachusetts Bay Colony’s charter.
c. Governor Andros’s harsh attack on colonial liberties.
d. the Glorious Revolution in England.

11. The Dutch Colony of New Netherland
a. was long and surprisingly successful.
b. was long and eventually prosperous.
c. was deserted for a century by the Dutch Calvino.
d. enjoyed prosperity and peace under the guidance of the Dutch West India Company.

12. The Dutch Colony conquered by Dutch New Netherland in 1655 was
a. New Jersey.
b. New France.
d. New Sweden.

13. William Penn’s colony of Pennsylvania
a. sought settlers primarily from England and Scotland.
b. experienced constant warfare with neighboring Indian tribes.
c. actively sought settlers from Germany and other Protestant countries.
d. set up the Quakers as its tax-supported established church.

14. Unlike Pennsylvania, Quakers were also heavily involved in the early settlement of both
b. New Jersey and Delaware.
c. New Netherlands and New York.
d. New England and Delaware.

15. The middle colonies of New York, New Jersey, Pennsylvania, and Delaware
a. depended almost entirely on industry rather than agriculture for their prosperity.
b. all had powerful established churches that suppressed religious dissent.
c. relied heavily on slave labor in agriculture.
d. had more cultural diversity than either New England or the southern colonies.

---

16. Multiple Choice

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

1. The most fervent Puritan believed that the Church of England was corrupt because it did not restrict its membership to “visible saints” who had experienced conversion.
2. The Puritans all wanted to break away from the Church of England and establish a new “purified” church.
3. The large, separatist Plymouth Colony strongly influenced Puritan Massachusetts Bay.
4. Massachusetts Bay allowed the vote for office to the General Court to adult male members of the Congregational Church.
5. Roger Williams and Anne Hutchinson were both involved in organizing political rebellions against the Massachusetts Bay authorities.
6. Rhode Island was the most religiously and politically tolerant of the New England colonies.
8. Edmund Andros’s attempts to impose a centralized government on New England were unequivocally in connection with the Glorious Revolution in England.
9. King Philip’s War enabled New England’s Indians to recover their independence.
10. New York became the most prosperous and economically equal of the middle colonies.
11. Dutch New Netherland was conquered in 1664 by Sweden.
12. William Penn originally planned his Pennsylvania colony to be a religious refuge for Quakers.