

Guided Reading & Analysis: 13 Colonies

Chapter 2- The Thirteen Colonies and the British Empire, 1607-1754, pp 23-38

Reading Assignment:

Ch. 2 AMSCO; If you do not have the AMSCO text, use chapters 2 & 3 of *American Pageant* and/or online resources such as the website, podcast, crash course video, chapter outlines, Hippocampus, etc..

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using your noggin (thinking skills) with new knowledge gained from the reading. **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is a mandatory assignment.

Directions:

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
- Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
- Write** Write your notes and analysis in the spaces provided. Complete it in **INK!**



Key Concepts FOR PERIOD 2:

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

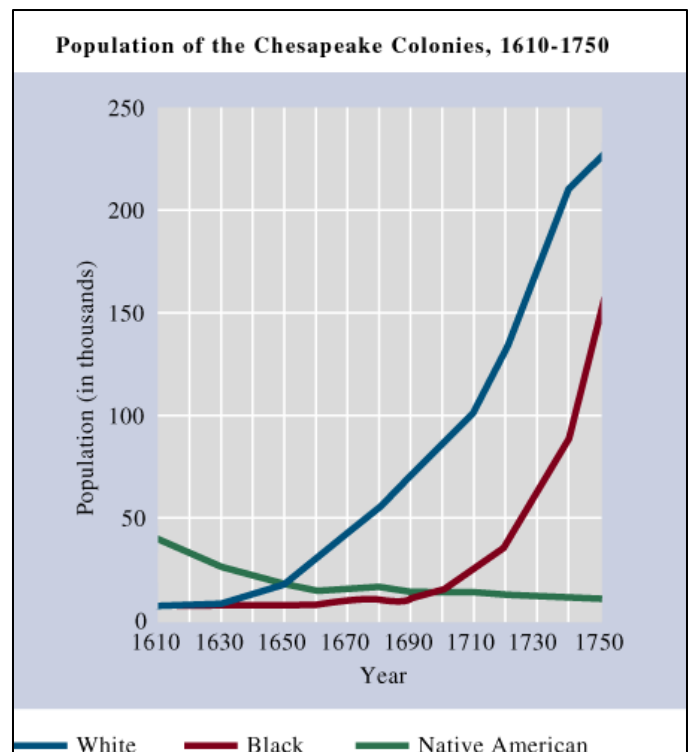
Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

SECTION 1 - Period Overview, p.23

Consider the data in the chart at right as well as page 1 of the text when completing this section.

- Period 2 begins with 1607 and ends in 1754. As the colonies increased in number, size, and power during this Colonial Era, the population of the eastern seaboard changed. Based on your knowledge of history and the data in the graph at right, explain three reasons for the demographic shift in the Chesapeake. (Chesapeake colonies include Virginia and Maryland)



Are you using ink? Remember... no pencil!

SECTION 2 Guided Reading, pp 24-38

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the question in the right hand column.

2. Early English Settlements pp 24-26

| Key Concepts & Main Ideas | Notes | Analysis |
|---|---|---|
| <p>Seventeenth-century Spanish, French, Dutch, and British colonizers embraced different social and economic goals, cultural assumptions, and folkways, resulting in varied models of colonization. Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population.</p> <p>French and Dutch colonial efforts involved relatively few Europeans and used trade alliances and intermarriage with American Indians to acquire furs and other products for export to Europe.</p> <p>Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.</p> <p>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.</p> | <p>The English Model, 3 types of colonial charters...</p> <p>Early English Settlements...</p> <p>Jamestown...</p> <p>Plymouth and Massachusetts Bay</p> | <p>Compare and contrast the English model of colonization to that of the French and Spanish.</p> <p>To what extent was the defeat of the Spanish Armada a turning point in American history?</p> <p>Explain one political and one economic cause for Jamestown early struggles for survival.</p> <p>Compare and contrast Jamestown and Plymouth colonies.</p> |

3. Early Political Institutions, p 27

| Key Concepts & Main Ideas | Notes | Analysis |
|--|--|---|
| <p>From the very beginning, the colonies began taking steps toward self-rule. The development of colonial political systems contributed to the development of American identity and would later cause conflict with Great Britain.</p> | <p>Representative Government in Virginia</p> <p>Representative Government in New England</p> <p>Limits to Colonial Democracy</p> | <p>Compare and contrast the political development of Virginia to that of New England. Are they more similar or different?</p> |

4. The Chesapeake Colonies, pp 27-29

| Key Concepts & Main Ideas | Notes | Analysis |
|--|---|---|
| <p>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.</p> <p>The British-American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World.</p> | <p>Religious issues in Maryland...</p> <p>Act of Toleration...</p> <p>Protestant Revolt...</p> <p>Labor Shortages...</p> <p>Indentured Servants...</p> <p>Headright System...</p> <p>Slavery...</p> <p>Economic Problems...</p> <p>Conflict in Virginia...</p> <p>Bacon's Rebellion...</p> <p>Lasting Problems...</p> | <p>Explain how cultural interactions between colonizing groups, Africans, and American Indians in the colonial era impacted the development of American colonial identity.</p> <p>Identify the major causes for the establishment of slavery in the Western Atlantic World? Which of those was the most significant, why?</p> |

5. **Development of New England**, pp 29-31

| Key Concepts & Main Ideas | Notes | Analysis |
|---|---|---|
| <p>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.</p> <p>Clashes between European and American Indian social and economic values caused changes in both cultures.</p> | <p>Rhode Island</p> <p>Connecticut</p> <p>New Hampshire</p> <p>Halfway Covenant</p> <p>New England Confederation</p> <p>King Philip's War</p> | <p>Identify the causes of the sources of discord in early New England? Which ones were the most threatening and to what extent were they handled correctly?</p> |

6. **Restoration Colonies**, pp 31-35

| Key Concepts & Main Ideas | Notes | Analysis |
|---|---|--|
| <p>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences in what would become the British colonies.</p> | <p>The Carolinas...</p> <p>South Carolina...</p> <p>North Carolina...</p> | <p>To what extent did the English Civil War serve as a turning point for the colonies in America, what were the characteristics before and after that time period?</p> |

Continued on next page...

| | | |
|--|---|---|
| | <p>New York</p> <p>New Jersey</p> <p>Pennsylvania and Delaware...</p> <p>Quakers...</p> <p>William Penn...</p> <p>"Holy Experiment"...</p> <p>Delaware...</p> <p>Georgia: The Last Colony...</p> <p>Special Regulations...</p> <p>Royal Colony...</p> | <p>Compare and contrast the Middle Colonies and Southern Colonies during the Restoration era.</p> |
|--|---|---|

7. Mercantilism and the Empire, pp 35-37

| Key Concepts & Main Ideas | Notes | Analysis |
|--|--|--|
| <p>The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.</p> | <p>Mercantilism and the Empire...</p> <p>Acts of Trade and Navigation...</p> | <p>Identify the causes and motivations of the British mercantile system. Which one is most significant? Why?</p> |

| | | |
|---|---|---|
| <p>“Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems.</p> <p>Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.</p> | <p>Impact on the Colonies...</p> <p>Enforcement of the Acts...</p> <p>The Dominion of New England...</p> <p>Permanent Restrictions...</p> | <p>Explain the political, economic, and cultural impact of the British mercantile system.</p> |
|---|---|---|

8. The Institution of Slavery p.37-38

| Key Concepts & Main Ideas | Notes | Analysis |
|--|---|--|
| <p>The British–American system of slavery developed out of the economic, demographic, and geographic characteristics of the British-controlled regions of the New World.</p> | <p>Increased Demand for Slaves...</p> <p>Slave Laws...</p> <p>Triangular Trade...</p> | <p>To what extent did African slavery differ regionally in eighteenth-century North America?</p> |

9. Explain the HIPP of the primary sources below.

Source: Letter written by John Rolfe on his decision to marry Pocahontas, in a letter to Sir Thomas Dale, governor of Virginia, 1614, Smithsonian

Let therefore this my well advised protestation . . . condemn me herein, if my chiefest intent and purpose be not, to strive with all my power of body and mind, in the undertaking of so mighty a matter, no way led (so far forth as man's weakness may permit) with the unbridled desire of carnal affection: but for the good of this plantation, for the honour of our country, for the glory of God, for my own salvation, and for the converting to the true knowledge of God and Jesus Christ, an unbelieving creature, namely Pokahuntas. . . .

Shall I be of so untoward a disposition, as to refuse to lead the blind into the right way? Shall I be so unnatural, as not to give bread to the hungry? or uncharitable, as not to cover the naked? Shall I despise to actuate these pious duties of a Christian? Shall the base fears of displeasing the world, overpower and withhold me from revealing unto man these spiritual works of the Lord, which in my meditations and prayers, I have daily made known unto him? God forbid. . . .

Now if the vulgar sort, who square all men's actions by the base rule of their own filthiness, shall tax or taunt me in this my godly labour: let them know, it is not any hungry appetite, to gorge my self with incontinency; sure (if I would, and were so sensually inclined) I might satisfy such desire, though not without a seared conscience, yet with Christians more pleasing to the eye, and less fearful in the offence unlawfully committed.

HIPP+:

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

+Other Context (similar in kind, from a different time):

Source: *Dutch missionary John Megapolensis on the Mohawks (Iroquois), 1644, Smithsonian*

(John became the town's first pastor at Fort Orange (near Albany). As pastor he was not allowed to farm or trade, but received support from the town, while diligently performing his duties, which included teaching the Indians about Christ.)

The Women are obliged to prepare the Land, to mow, to plant, and do every Thing; the Men do nothing except hunting, fishing, and going to War against their Enemies: they treat their Enemies with great Cruelty in Time of War, for they first bite off the Nails of the Fingers of their Captives, and cut off some joints, and sometimes the whole of the Fingers; after that the Captives are obliged to sing and dance before them . . . , and finally they roast them before a slow Fire for some Days, and eat them. . . . Though they are very cruel to their Enemies, they are very friendly to us: we are under no Apprehensions from them. . . .

They are entire Strangers to all Religion, but they have a Tharonhjouaagon, (which others also call Athzoockkuatoriaho) i.e. a Genius which they put in the Place of God, but they do not worship or present Offerings to him: they worship and present Offerings to the Devil whom they call Otskon or Airekuoni. . . . They have otherwise no Religion: when we pray they laugh at us; some of them despise it entirely, and some when we tell them what we do when we pray, stand astonished. When we have a Sermon, sometimes ten or twelve of them, more or less, will attend, each having a long Tobacco Pipe, made by himself, in his Mouth, and will stand a while and look, and afterwards ask me what I was doing and what I wanted, that I stood there alone and made so many Words, and none of the rest might speak? I tell them I admonished the Christians, that they must not steal, . . . get drunk, or commit Murder, and that they too ought not to do these Things, and that I intend after a while to preach to them. . . . They say I do well in teaching the Christians, but immediately add Diatennon jawij Assyreoni hagiouisk, that is, why do so many Christians do these Things. They call us Assyreoni, that is, Cloth-Makers, or Charistooni, that is, Iron-Workers, because our People first brought Cloth and Iron among them...

HIPP+:

Historical Context:

Intended Audience:

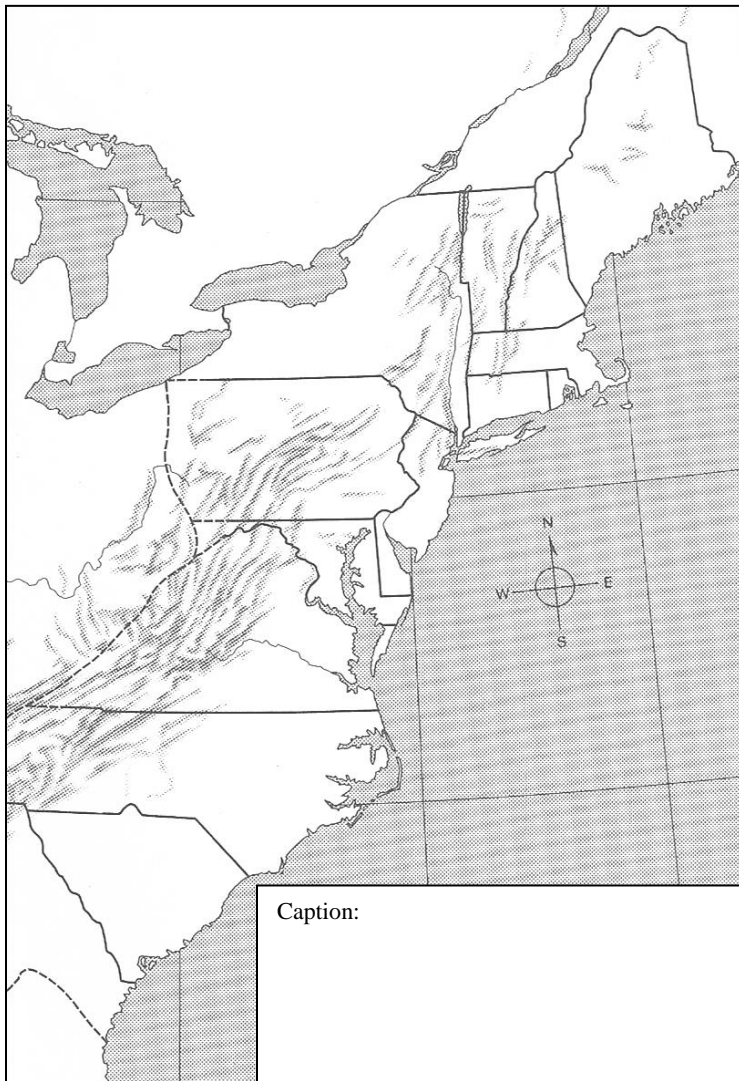
Author's Purpose:

Author's Point of View:

+Other Context (similar in kind, from a different time):

10. Create a map of the 13 Colonies.

Recommendations: label colonies, use color to illustrate the three colonial regions, create a key, and write a caption summarizing the significance of the map.



- | | |
|----------------|----------------|
| Massachusetts | New Hampshire |
| Connecticut | Rhode Island |
| New York | New Jersey |
| Pennsylvania | Delaware |
| Virginia | Maryland |
| North Carolina | South Carolina |
| Georgia | New Spain |
| New France | |

Maine (part of Massachusetts – not a colony)
 Vermont (part of New York and disputed with New Hampshire)

Key

| | |
|--------------------------|---------------------------------|
| <input type="checkbox"/> | NEW ENGLAND (Northern Colonies) |
| <input type="checkbox"/> | MIDDLE COLONIES |
| <input type="checkbox"/> | SOUTHERN COLONIES |

Caption:

Food for Thought:

Like the rest of us, you probably bought the ol' Thirteen Colonies story, but it's not an accurate depiction of colonial America for most of its history. In 1606 King James I chartered just two companies to settle North America, the Virginia Company of London and the Plymouth Company. As settlements were founded, each new city was recognized as its own colony: for example, Connecticut actually contained 500 distinct "colonies" (or "plantations") before they were merged into a single colony in 1661. Sometimes colonies were mashed together into mega-colonies, like the short-lived, super-unpopular Dominion of New England, which incorporated Massachusetts, Rhode Island, Connecticut, New Hampshire, and Maine from 1686 to 1691, plus New York and New Jersey from 1688 to 1691 for good measure. Colonies also split, like Massachusetts, which spawned New Hampshire in 1679. And some colonies weren't really colonies at all: while it's often listed as one of the Thirteen Colonies that rebelled in 1775, Delaware wasn't technically a colony or a province. Designated "the Lower Counties on the Delaware," it had its own assembly but fell under the authority of the governor of Pennsylvania until it declared itself an independent state in August 1776. So technically, there were just 12 colonies in 1775 and 13 states in 1776. (Source: *The Mental Floss History of the United States*, Erik Sass, 2010)