APUSH Period 2: 1607-1754

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 completed with each other and American Indians for resources.

Sub Concept I: Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

<table>
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<th>Topics</th>
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</table>
| A.)    | • Encomienda System- System created by the Spanish, Nicolas de Ovando, was used to control the natives with conversion to Christianity and forced labor.  
       | • With integration came the death of many Indians because of the old world diseases by the Spanish. Diseases such as syphilis and smallpox  
       | • Atlantic slave trade- The deportation of millions of Africans to the American continent  
       | • The subjugating of the Indians did not prove to be successful since there were rebellions such as the Pueblo Revolt. The natives of the pueblo rose up against the Spanish colonizers. |
| B)     | • The French and Dutch maintained relationships with the natives in order to establish a stable fur trade and trading of other resources. This even resulted in inter-racial marriages between the French and the natives.  
       | • The marriage between John Rolfe and Pocahontas proved how marriages between the colonists and the natives kept the peace among the cultures.  
       | • The Anglo-Powhatan War in 1614 proved that when natives and the colonists were not on good terms, the tension led to war. The results were starving colonists since their main food source had to do with the natives and Virginians having to take greater measures against the natives. |
| C)     | • Economic prosperity was proven by the great rise in the tobacco industry thanks to John Rolfe and his perfecting of the plant in 1612. There was also the promise of land to Virginia colonists which they would be able to thrive on due to tobacco.  
       | • Carolina proved more opportunities with the opening of plantations revolving around sugar and cash crops  
       | • Maryland proved to be a colony of religious freedom (well at least for the Catholics). The colony was a catholic safe haven in 1634.  
       | • Also North Carolina proved to be an open place for outcasts of the Virginia’s |

Related Thematic Learning Objectives (Focus of Exam Questions)

MIG 1.0- Explain the causes of migration to colonial North America and, later the United States, and analyze immigration’s effect on US society.

WOR 1.0- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
APUSH Period 2: 1607-1754

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 completed with each other and American Indians for resources.

Sub Concept II: In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

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| A.)    | • As cultivation of tobacco escalated the type of labor shifted  
        • At first it was “Indentured Servants” which would work for a specific someone for a definite period of time in exchange for the servant’s passage to the new world.  
        • In 1676 Bacon’s Rebellion proved the instability of the indentured servant system. When many back woods farms released servants, these servants clashed with the Indians about land / furs and Nathaniel Bacon demanded help from Jamestown. Jamestown refused in fear of a native war so Bacon rebelled against Jamestown with his followers but the rebellion ended when Nathan died. Servants were seen as troublesome so...  
        • since the crop was labor intensive, labor now moved on to the African slaves. There was so much importation that by the time of the Revolution, 14% of the population was made up of African slaves. |
| B)     | • In 1639, the settlers of New Connecticut and River colony drafted, in an open town hall meeting, a trail blazing document known as the *Fundamental Orders*. It was a modern representative constitution, which made New England very unique.  
        • The coast of Maine flourished in its fishing and fur trade  
        • New Hampshire was a prosperous colony with fishing and fur trading. The main focus in New England colonies was livestock, hunting, and fishing.  
        • Rhode Island, founded by Roger Williams, proved to be a bit of an outlier in the New England colonies since its main focus was total religious freedom which was not at all common. |
### APUSH Period 2: 1607-1754

#### C)
- A Quaker named William Penn founded Pennsylvania--purpose was to favor complete religious toleration within the colony. Not only that but their leading crops were wheat and corn. Developed good relations with the surrounding native populations.
- All the middle colonies had one thing in common--all were rich in good soil. Which gave them an advantage in growing their crops, especially grains.
- Quakers, Mennonites, Lutherans, Dutch Calvinists, and Presbyterians were just some of the variety of religious groups in the middle colonies. Resulting in no dominant religion unlike Puritan New England and Anglican South.
- There was a wide range of ethnicities. This included: English, Dutch, Germans, French and Scots-Irish.

#### D)
Jamestown's prosperity came from tobacco:
- John Rolfe successfully cultivated tobacco in the Chesapeake colonies
- Negative effects:
  1. settlers fought each other and the natives for land
  2. soil exhaustion: cultivate the land till it was no longer fertile
  3. led the South to be a single crop economy

The plantations created a market for cheap labor
- First they used indentured servants
- In the 1700’s they later turned to African slaves
- The creation of labor forces led to a system of social hierarchy in the South

Slavery was dying down before Eli Whitney invented the cotton gin in 1793

#### E)
1. Britain practiced Salutary Neglect (avoiding strict enforcement of parliamentary laws) before the mid 1700’s
2. New England:
   a. To keep the Puritan ways, town social life was structured and strict
   b. Harvard was established to motivate men to go into the ministry
   c. Towns were laid out in an orderly manner with the town square in the middle surrounded by homes, shops, and in the center was the church
   d. The town hall meetings were used to establish a government in the New England colonies. Members of a community come together to legislate policy (Direct Democracy).
3. Chesapeake Colonies (The South):
   a. Due to a rich-poor gap, a social hierarchy was created
   b. Virginia was ran by rich planters or privileged families (they were usually the only ones with education because the south didn’t have schools due to distance between farms)
   c. The rich dominated politics in the House of Burgesses
   d. Beneath the rich were the small farmers, they were the largest group and typically had 1-2 slaves
   e. Indentured servants (white labor workers who worked for 5 years for passage to the colonies) and African slaves
# APUSH Period 2: 1607-1754

## Related Thematic Learning Objectives

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<td><strong>NAT 1.0</strong></td>
<td>Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.</td>
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<tr>
<td><strong>WXT 2.0</strong></td>
<td>Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</td>
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<td><strong>MIG 1.0</strong></td>
<td>Explain the causes of migration to colonial North America and, later the United States, and analyze immigration's effect on US society.</td>
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<tr>
<td><strong>MIG 2.0</strong></td>
<td>Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</td>
</tr>
<tr>
<td><strong>GEO 1.0</strong></td>
<td>Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for natural resources has affected both interactions among different groups and the development of government policies.</td>
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## 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.

## Sub Concept III: Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

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| **A.** | 1. Triangle Trade:  
- Depart New England with rum  
- Go to west coast of Africa to trade rum for slaves  
- Go to West Indies and exchange slaves for molasses and sugar (for rum) to sell in New England  
2. Lumbering was the top manufacturing industry  
- The British crown reserved the best lumber for their naval ships  
3. Molasses Act (1733): tax on West Indies molasses  
- Americans smuggled molasses, so it wasn't much of a problem  
4. Mercantilism:  
Economic philosophy or practice in which England established the colonies to provide raw materials to the Mother Country; the colonies received manufactured goods in return. |
| **B.** | 1. Horses changed Indian lifestyles, especially for the Sioux, who used horses to hunt buffalo  
2. Goods from Old World: Grains, onions, coffee beans, citrus fruit, honey bees, etc.  
Goods from New World: Potato, corn, tomatoes, peanuts, tobacco, etc.  
3. Disease contributed largely to the decline of native population  
- Natives have never been exposed to bacteria that was immune to the white folk  
- Diseases: Influenza, plague, smallpox, measles, scarlet fever, etc.  
- Tribes diminished (the Catawba was formed from several tribes from the Carolinas), they either have to adapt, unify or be completely destroyed |
## APUSH Period 2: 1607-1754

### C)
- Spanish war on Aztecs involved conquered tribes allying w/ Spanish, then becoming conquered themselves
- Dutch armed the Iroquois (who warred against allies of French) French eventually went to war against Iroquois, who allied themselves w/ British over time
- John Smith/ Pocahontas/ Powhatan
- Opechancancough's 1622 & 1644 attacks (Opie was killed by Native Americans allied with English)
- Bacon's Rebellion/ Slaughter of frontier Native Americans
- Puritans in Connecticut waged genocidal Pequot War to seize land
- King Phillip's War/ Metacom tried to drive English in New England back into sea, but other Native American groups sided w/ English
- Beaver Wars of mid-1600s, Chickasaw Wars of mid-1700s, King William's War, Queen Anne's War, King George's War all had Nat. Americans on French & Brit. side
- George Washington's 1754 expedition into Ohio Valley saw Nat. Americans on both sides playing their own political games
- Resulting French and Indian War saw Nat. Ams forced to take sides as Brits drove French out of North America

### D)
- King James I took over Virginia as a royal colony, and ordered House of Burgesses abolished; but the royal governor discovered he couldn't rule without it
- Lord Baltimore and Catholic minority often at odds with Protestant majority in Maryland, as can be seen in passage – and dismissal – of Toleration Act designed to protect Catholic minority
- New England unhappy with Oliver Cromwell for ignoring their “City upon a Hill” / Navigation Acts widely defied with smuggling and bribery over the next century; furious with Restoration of King Charles II and revocation of Massachusetts’s charter
- Louis XIV refused to allow French Huguenots to emigrate, fearing they would rebel, so New France choked off from French settlers (French peasants also refused to emigrate, as they had more rights than English peasants displaced by enclosure)
- Spanish never allowed their colonies any degree of self-rule, nor did they allow any Spanish creoles born in New Spain any kind of significant power
- British colonies often at odds with each other over western lands, which the British kings had granted with conflicting claims
- Bacon's Rebellion (1676) put colonists under Nathaniel Bacon at war with royal governor William Berkeley; Bacon and frontiersmen march against Jamestown, threatened to burn it and encouraged slaves to leave their masters; done in retaliation for the Burgesses not allowing militias to drive Native Americans away
- King James II took away self-government in New England, putting all of New England, New York, and New Jersey into Dominion of New England
- Glorious Revolution met with acclaim in America, even though William and Mary altered colonial charters and created others
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E)
- 1622 Virginia massacre by Opechancanough disrupted the peace brought by Pocahontas’ marriage to John Rolphe during the ongoing Anglo/Powhatan Wars (1610-1640s)
- Miles Standish’s pre-emptive strike against natives in New England
- Pequot War in Connecticut
- King Philip’s War / Metacom: series of battles in New Hampshire between the colonists and the Wampanoags, led by Metacom, a chief also known as King Philip; started when the Massachusetts government tried to assert court jurisdiction over local Indians; colonists won with the help of the Mohawks, and this victory opened up additional Indian lands for expansion
- Bacon’s Rebellion (involved right to slaughter Native Americans) in Virginia
- British, Spain, French and Indians – four wars, all involved conflicts with Indians, as well as the French

F)
- Our Lady of Guadalupe
- Day of the Dead
- The Day of the Holy Cross (May 3rd) [major Mexican holy day]
- Maximón also called San Simón, is a folk saint venerated in various forms by Maya people of several towns in the highlands of Western Guatemala. The veneration of Maximón is not approved by the Roman Catholic Church.
- Pueblo Revolt: Pueblo Indians, led by Pope, attacked rose up against Spanish missionaries and settlers (Onante and his aggressive colonisation) and killed some 400; established a short-lived confederacy; maintained independence in New Mexico until ten years later when the Spanish returned and re-conquered the Indians
- Caste system, mulattoes, mestizos

Related Thematic Learning Objectives (Focus of Exam Questions)
- **WXT 2.0**: Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- **CUL 4.0**: Explain how different group identities, including racial, ethnic, class and regional identities, have emerged and changed over time.
- **WOR 1.0**: Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America

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.

Sub Concept I: Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

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<td>A.)</td>
<td>Religious conflict disrupted England, after King Henry VIII broke with the Roman Catholic Church in the 1530s.</td>
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<td></td>
<td>This launched the English Protestant Reformation.</td>
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<tr>
<td></td>
<td>Catholics battled protestants for many years, but after the protestant Elizabeth ascended to the English throne in 1558, Protestantism became dominant in England. The term Great Awakening can refer to several periods of religious revival in America.</td>
</tr>
<tr>
<td></td>
<td>John Locke was a philosopher that believed that human nature allowed people to be selfish, John Locke also believed in every man’s right to own life, liberty, and the right to own property.</td>
</tr>
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#### B)
- After his arrival in Jamestown in 1619 Governor George Yeardley gave notice that the Virginia colony would establish a legislative assembly. The house of burgesses first met on July 30, 1619.
- Britain had established constitutional monarchy which was a state in which the power of the monarch was checked by other constitutional institutions. Such as in the British Parliament. The colonists claimed to want their own representative assembly, which is why the Virginia House of Burgesses was adopted in the New world (America) in the original thirteen colonies. It was modeled after the English parliament the house of burgesses was established.
- The triangle trade was a trans-Atlantic slave trade that operated from the late 16th to early 19th century, which carried slaves, cash crops, and manufactured goods between West Africa, Caribbean or American colonies and the European colonial powers.

#### C)
- In 1606, two years after peace with Spain, the destiny beckoned toward Virginia.
- A joint-stock company, known as the Virginia company of London, received a charter from King James I of England for a settlement in the New World.
- The Charter of the Virginia Company guaranteed to the overseas settlers, the same rights of Englishmen that they would have if they stayed at home.
- The Navigation Acts—laws passed to control the flow of goods between the colonies and the mother country (largely ignored or circumvented by the colonists)
- To strengthen control over the American colonies, England established the Dominion of New England which in 1686, all of New England was merged, and two years later New York and New Jersey was added.
- most colonies eventually became **royal colonies**, with the Church of England becoming standard, along with representative assemblies and royal governors
- Colonists asserted control over taxation and laws through their colonial assemblies, which controlled royal governors by controlling their salaries
- **prior to 1763, Salutary neglect** encouraged Americans to develop their own way of doing things

#### D)
- Colonists had a long tradition of running their own affairs through their representative assemblies (**House of Burgesses, New England town meetings**)
- Sir Edmund Andros served as second president of the Dominion of New England. He terminated local assemblies, taxed the colonists without no representation. He attempted to end smuggling through strict enforcement of the Navigation Acts.
- There was strong colonial resistance and smuggling continued.
- James the Second was removed from the throne in the Glorious Revolution and the Dominion collapsed.
- This led to Britain's policy of salutary neglect--British indifference
- That policy benefitted the colonists to foster the growth of self-government in America. Colonists asserted control over taxation and laws through their colonial assemblies, which controlled royal governors by controlling their pay.
- Enlightenment and Great Awakening both encouraged anti-authoritarianism
- **Locke’s theory of government** encouraged colonists to believe they were the font of political power
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- The French and Indian War saddled the British with debts which they sought to pay off by taxing the colonists.
- The colonists were being taxed without direct representation
- The colonists took up the issue of unified action at the First Continental Congress of 1774, which was an American decision not the mother country’s.

**Related Thematic Learning Objectives (Focus of Exam Questions)**

| NAT 1.0 | Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity. |
| POL 1.0 | Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed. |
| WXT 2.0 | Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues. |
| CUL 1.0 | Explain how religious groups and ideas have affected American society and political life |
| CUL 2.0 | Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions. |

**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.

**Sub Concept I:** Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

**Topics** | **Notes**
--- | ---
A)  | Slavery existed in every colony, although far fewer in the northern colonies
- Colonies in seaports participated in the slave trade, by providing food, buying molasses, making and selling rum, and by transporting slaves from Africa
- Sugar colonies drew the vast majority of slaves, but the Chesapeake, South Carolina, and the state of Georgia all bought slaves

B)  | Chattel Slavery: African slaves are actual property who could be bought, sold, or traded or inherited and their status was defined by the following laws...
- 1692 Anti-miscegenation laws that enforced racial segregation at the level of marriage and intimate relationships by criminalizing interaction between members of two different races.
- 1662 a Virginia law made slave status dependent on who the mother was
- 1669 a Virginia law made the murder of a slave by an owner not punishable
- 1675-76 **Bacon’s Rebellion** made African slavery the preferred labor force
- 1692 interracial sex made illegal (widely ignored by white males, but a major infraction for black males)
- other laws passed: Africans couldn’t own guns, join militia, own white indentured servants, or be freed by religious conversion
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C) Slaves had three available methods to resist slavery: they could rebel against their slave holders, they could attempt to run away, or perform small acts of passive resistance such as slowing down work.

In 1739, Stono Rebellion was the major slave rebellion before the Revolutionary war.

Slaves also used passive resistance, which was slowing down work breaking tools, and sabotaging

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<td><strong>WXT 1.0:</strong> Explain how different labor system developed in North America and the United States, and explain their effects on workers' lives and U.S. society</td>
</tr>
<tr>
<td><strong>CUL 3.0:</strong> Explain how ideas about women's rights and gender roles have affected society and politics</td>
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<td><strong>CUL 4.0:</strong> Explain how different groups identities, including racial, ethnic, class, and regional identities have emerged and changed over time.</td>
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**Match the Key Concept With the Details that Specifically Define It:** Put it in your own words

1. The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

2. Africans developed both overt and covert means to resist dehumanizing aspects of slavery and maintain their family and gender systems, culture, and religion.

3. Colonists’ resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

4. American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

5. All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southernmost Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

6. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

7. An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.
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8. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

9. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco- a labor-intensive product initially cultivated by white, mostly male indentured servants, and later by enslaved Africans.

10. Distance and Britain's initially lax attention to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

11. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

12. Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

13. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

14. The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.

15. British conflicts with American Indians over land, resources, and political boundaries led to confrontations, such as Metacom's War (King Philip's War) in New England.

16. As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

17. The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

18. The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

19. The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from inter-colonial commercial ties, the emergence of a trans-Atlantic print culture, and the spread of Protestant evangelicalism.

20. Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other Indian groups.

21. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.