

Unit Guide
APUSH Periods 1 and 2: 1491 to 1763
Beginnings to Colonization to Nationhood

DIRECTIONS: This is your study resource to use as we progress through our unit. It lists objectives, concepts, terms, and an outline of items that may appear on the unit exam or the AP Exam. Use this guide as you wish; it will not be collected. However, all material on this guide (and from class) is subject to being tested.

READING ASSIGNMENTS: Kennedy, Chapters 1—5

UNIT DATES: August 30 to September 16, 2015

ANTICIPATED TEST DATE: September 16, 2015

PLEASE NOTE: Your weekly agendas may specify certain portions of a chapter, or certain chapters, to be read as homework prior to a day's lesson. This does not mean that you should only read pages specified in your agendas. Do not fall into the trap of only reading what is specified in the agendas.

What are acceptable Open Notes?

- Notes must be handwritten
- Notes are limited to information relating to this unit guide.
- Defined terms
- Answers to review questions
- Other notes relating to this guide
- Typed not acceptable (for exceptions see me.)
- NO INTERNET PRINTOUTS

Chapter One: New World Beginnings

Review Questions:

1. How did the geographic setting of North America—including its relation to Asia, Europe, and Africa—affect its subsequent history? Consider what we know about geological conditions and migratory patterns.
2. What were the common characteristics of all Indian cultures in the New World, and what were the important differences among them? Consider factors such as political and governmental systems, cultural practices, religious beliefs, gender relations, economic systems and trade, relationships with neighboring groups.
3. What fundamental factors drew the Europeans to the exploration, conquest, and settlement of the New World, beginning first with Christopher Columbus?
4. What was the impact on the Indians, Europeans, and Africans when each of their previously separate worlds collided with one another? What changes occurred, or what conflicts developed?
5. What led to the Spanish success in establishing dominance of Mexico, South America, and later of North America?
6. What were the greatest achievements of Spain's New World Empire, and what were its greatest evils and disasters? Consider the Spanish method of government, their social systems, their religion, etc.
7. Should the European encounter with the Indian peoples of the Americas be understood primarily as a story of conquest and exploitation, or as one of mutual cultural encounter that brought beneficial as well as tragic results for both?

Vocabulary, People, and Concepts:

Identify, define, or describe and state the historical significance of the following:

Aztecs	Pueblo Indians	Joint Stock Companies	Spanish Armada
Black Legend	Conquistadores	Renaissance	Canadian Shield
Mound Builders	Montezuma	Christopher Columbus	Hernan Cortes
Francisco Coronado	Treaty of Tordesillas	Mestizos	Marco Polo
Francisco Pizarro	Juan Ponce de Leon	Hernando De Soto	

Chapter Two: The Planting of English America

Review Questions:

1. Why was English late to the "colonization game?"
2. What factors contributed to England's establishment of colonies on the North American continent?
3. How did Jamestown come to develop—from first having troublesome beginnings and later prospering?
4. What were the diverse purposes of England's American colonies and how were those purposes altered in the early years of settlement?
5. What features were common to all of England's southern colonies (Virginia, Maryland, North Carolina, South Carolina, and Georgia?). What features were peculiar to each one?
6. How did the search for a viable labor force affect the development of the southern colonies? What was the role of African-American slavery in the early colonial settlements? Why were two southern colonies initially resistant to slavery?

- Generally, what were relationships like between the English and the Indians of the Southern Atlantic coastal regions?
- Compare and contrast the early colonial empires of Portugal, Spain, and England in terms of motives, economic foundations, and relations with Africans and Indians (relates also to Chapter One). What factors explain the similarities and differences in the two ventures?

Vocabulary, People, and Concepts:

Identify, define, or describe and state the historical significance of the following:

Lord De La Warr	Pocahontas	Powhattan	Handsome Lake
John Rolfe	Lord Baltimore	Walter Raleigh	James Oglethorpe
Humphrey Gilbert	Oliver Cromwell	John Smith	nation-state
joint-stock company	slavery	enclosure	House of Burgesses
royal charter	slave codes	yeoman	proprietor
longhouse	squatter	primogeniture	indentured servitude
“starving time”	Act of Toleration	Barbados Slave Code	Virginia Company
Restoration	Savannah Indians	Iroquois Confederacy	Ireland
Anglo-Powhattan Wars (1 st and 2 nd)			

Chapter 3: Settling the Northern Colonies

Chapter 3 Review Questions:

- What was similar—and what was different—between the New England and middle colonies in terms of motives for founding, religious, and social composition, and political development?
- How did the Puritans’ distinctive religious outlook affect the development of all the New England colonies? Hint: consider their reasons for leaving England, but also consider the governmental and social system established in the Massachusetts Bay Colony.
- How did New England come to expand to include more colonies?
- Compare the pattern of relations between colonists and Indians in New England and Pennsylvania. Why did attempts at establishing friendly relations fail?
- What efforts were made to strengthen English control over the colonies in the seventeenth century, and why did they generally fail?
- Discuss the development of religious and political freedom in Massachusetts, Rhode Island, New York, and Pennsylvania. How did the greater degree of such freedoms enjoyed by Rhode Island and Pennsylvania affect life in those colonies?
- What economic, social, and ethnic conditions typical of the early southern colonies (Chapter 2) were generally absent in the New England and middle colonies? What characteristics did the middle colonies have that were not generally present in the South?

Vocabulary, People, and Concepts:

Identify, define, or describe and **STATE THE HISTORICAL SIGNIFICANCE** of the following:

John Calvin	Anne Hutchinson	Roger Williams	Henry Hudson
William Bradford	Peter Stuyvesant	William Laud	Thomas Hooker
William Penn	John Winthrop	King Philip	John Cotton
Sir Edmund Andros	the “elect”	franchise	patroonship
predestination	freeman	“visible saints”	conversion
“doctrine of a calling”	covenant	antinomianism	Protestant Reformation
Pilgrims	Calvinism	Massachusetts Bay Co.	Dominion of New England
Navigation Laws	great Puritan Migration	Glorious Revolution	Puritans
“General Court”	Dutch West India Co.	Separatists	Bible Commonwealth
Quakers	<i>Mayflower</i>	Protestant Ethic	Mayflower Compact
Fundamental Orders	New England Confederation		<i>Institutes of Christian Religion</i>

Chapter 4 Objectives

- Describe the basic population structure and social life of the seventeenth-century colonies.
- Compare and contrast the different populations and ways of life of the southern colonies and New England.
- Explain how the problems of indentured servitude led to political trouble and the growth of African slavery.
- Describe how the slave trade and the character of early African-American slavery.
- Explain how the New England way of life centered on family, town, and church, and describe the changes that affected this way of life.
- Describe the various conditions affecting women and family life in the seventeenth-century colonies.

Chapter 4 Review Questions:

1. How did the factors of population, economics, disease, and climate shape the basic social conditions and ways of life of early Americans in both the South and New England?
2. How did African-Americans develop a culture that combined African and American elements? What were some of the features of that culture?
3. How did the numbers and conditions of women affect family life and society in New England, among southern whites, and among African-American slaves? Compare and contrast the typical family conditions and ways of life among various members of these three groups.
4. How did the harsh climate and soil, stern religion, and tightly knit New England town shape the “Yankee character?”
5. How did the Salem witch episode reflect the tensions and changes in seventeenth-century New England life?
6. In what ways did the English and Africans who came to America in the seventeenth century have to shape their society and way of life to fit the conditions they faced in the New World?

Chapter 5 Objectives

1. Describe the basic population and social structure of the eighteenth-century colonies and indicate how they had changed since the seventeenth century.
2. Explain how the economic development of the colonies altered the patterns of social prestige and wealth.
3. Explain the causes and effects of the Great Awakening.
4. Describe the origins and development of education, culture, and the learned professions in the colonies.
5. Describe the basic features of colonial politics, including the role of various official and informal political institutions.

Chapter 5 Review Questions:

1. What factors contributed to the growing numbers and wealth of the American colonists in the eighteenth century?
2. Describe the structure of colonial society in the eighteenth century. What develops tended to make society less equal and more hierarchical?
3. What determined social prestige and wealth prior to the eighteenth century, and how did this change as a result of the economic development of the colonies as they emerged into the eighteenth century?
4. What were the causes and the consequences of the Great Awakening?
5. What features of colonial politics contributed to the development of popular democracy, and what kept political life from being more truly democratic?
6. How did the various churches, established and nonestablished, fundamentally shape eighteenth century colonial life, including education and politics?
7. What made American society far more equal than Britain’s, but seeming less equal than it had been in the seventeenth century?

Major Vocabulary and Concept IDs

HOW TO USE THIS: As you familiarize yourself with these terms, it is important to not only DEFINE or IDENTIFY the term, but also to know the word’s or concept’s importance. Why is it important? How does it relate to the period we are studying? What relationship does a concept or word have to another word on the list? IF YOU MERELY IDENTIFY OR DEFINE THESE WITHOUT KNOWING THE IMPORTANCE YOU WILL FIND IT DIFFICULT TO SUCCEED ON TESTS AND QUIZZES.

Chapter Three:

Identify, define, or describe and STATE THE HISTORICAL SIGNIFICANCE of the following:

John Calvin	Anne Hutchinson	Roger Williams	Henry Hudson
William Bradford	Peter Stuyvesant	William Laud	Thomas Hooker
William Penn	John Winthrop	King Philip	John Cotton
Sir Edmund Andros	the “elect”	franchise	patroonship
predestination	freeman	“visible saints”	conversion
“doctrine of a calling”	covenant	antinomianism	Protestant Reformation
Pilgrims	Calvinism	Massachusetts Bay Co.	Dominion of New England

Navigation Laws	great Puritan Migration	Glorious Revolution	Puritans
"General Court"	Dutch West India Co.	Separatists	Bible Commonwealth
Quakers	<i>Mayflower</i>	Protestant Ethic	Mayflower Compact
Fundamental Orders	New England Confederation		<i>Institutes of Christian Religion</i>

Chapter Four:

Identify, define, or describe and STATE THE HISTORICAL SIGNIFICANCE of the following:

William Berkeley	Nathaniel Bacon	Indentured Servitude	Slave Codes
Headright System	Jeremiads	Middle Passage	Bacon's Rebellion
Leisler's Rebellion	Half-Way Covenant		

Chapter Five:

Identify, define, or describe and STATE THE HISTORICAL SIGNIFICANCE of the following:

Jonathan Edwards	Benjamin Franklin	Michel-Guillaume de Crèvecoeur	George Whitefield
John Peter Zenger	Phyllis Wheatley	John S. Copley	Paxton Boys
Great Awakening	Catawba nation	rack-renting	Regulator movement
old and new lights	triangular trade	Molasses Act	Scots-Irish
naval stores			