

Telecourse Guide
for



Shaping America

U.S. History to 1877

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KENNETH G. ALFERS, Ph.D.
Dallas County Community College District



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Dedication

To Molly, Andrew, and Michael
and
To all students of history

Acknowledgments

Special thanks and recognition are due to some special people who greatly enhanced the quality of this course. Janice Christophel, instructional designer, constantly kept the focus of my work on student learning from the time of our first organizational meeting until the last page of this telecourse guide went to press. She always provided her thoughtful guidance with cordiality and grace. The brilliant mind and talent of Julia Dyer, producer/director, is most obvious in the twenty-six video programs that give this course its exceptional and unique quality. What is not obvious from the videos is what a truly marvelous colleague she is, and I will always treasure my opportunity to have worked with her. Angie Meyer, production coordinator, has been the vital link in shaping this course. She willingly applied her superb organizational skills to every imaginable task, and she kept us relaxed (and groovy) with her delightful sense of humor and infectious good spirit.

Craig Mayes, director of production, gave us all the benefit of his experience and encouragement. His steady hand always steered us toward the best path. Evelyn J. Wong, telecommunications information specialist, is a master of the art and technology needed to pull together word files from all directions and make them clear and understandable. Russell Blair, videographer, and Marcia Henke, sound recordist, not only enhanced the videos, but also helped make our production trips enjoyable learning experiences. My colleagues on the national and local advisory committees have my gratitude for their constructive comments throughout the entire process.

Finally, I would like to thank all the members of the staff of the R. Jan LeCroy Center for Educational Telecommunications for making my work with the Center so pleasant and rewarding. This was my third stint at doing a project like this, and, with the help and support of everyone, this was the best experience yet!

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To the Student

Dear Student:

How many times have you wondered about how and why America has become what it is today? Too often in our fast-paced information age, we seem to be overwhelmed with the needs of the present. Those of us in the production of this telecourse, *Shaping America*, have endeavored to create a comprehensive course of study that challenges you to take the time to think about America and what it means. I urge you to use this opportunity to broaden your knowledge and to reflect upon the past, the present, and the connection between the two.

I have been teaching American history at the college level for over thirty years. During the 1999–2000 and 2000–2001 academic years, I concentrated totally on preparing materials for this telecourse. Friends, colleagues, and former students sometimes smile and question why I devoted so much time to the creation of a new history course. After all, what changes in history? Indeed, that is a great part of my fascination with the discipline, for there is always more to learn. For example, I hope you will be as intrigued as I was by the remarks of the seventy-five nationally recognized historical experts whom we interviewed for *Shaping America*. Their insights make this course truly unique.

Shaping America surveys U.S. history to 1877 in twenty-six lessons. In each lesson, we try to connect you with people who lived in earlier times. In addition, each video program uses location footage and visual images to remind us that we encounter the past in our daily lives and in our contemporary communities.

In summary, I want you to think about the American people, past and present, and to consider our relationship with the rest of the world. Our personal lives, our nation, and our world demand that we analyze, evaluate, and make reasoned judgments about people, leaders, positions, and issues. Our future depends on the prudent application of our knowledge. Through this course of study, it is my hope and expectation that you will gain greater awareness and understanding about the shaping of America. I also hope that you will come to appreciate your opportunity to shape its future.

—Kenneth G. Alfors

About the Author

Dr. Kenneth G. Alfors is a teacher, writer, and historian. He received the Dallas County Community College District's Outstanding Teacher Award in 1983. He was the content specialist for *America: The Second Century* and *America in Perspective*, telecourses used around the country since 1980. He received his B.A. and M.A. degrees from Creighton University and his M.Ph. and Ph.D. degrees from The George Washington University.

A Final Note

With careful and thoughtful application of your time and energy to the material presented in this course, you should have a rewarding experience in the broadest sense of that term. I, along with other members of the production team, have put forth our best efforts to create a quality course. However, my experience teaches me that any course can be improved, so I encourage you to share any ideas about it with me. Please send your comments to Kenneth G. Alfors, R. Jan LeCroy Center for Educational Telecommunications, 9596 Walnut Street, Dallas, TX 75243-2112.

Telecourse Organization

Shaping America is designed as a comprehensive learning package consisting of three elements: telecourse guide, textbook, and video programs.

TELECOURSE GUIDE

The guide for this telecourse is:

Alfers, Kenneth G. *Telecourse Guide for Shaping America*. Boston: Bedford/St. Martin's, 2002. ISBN: 0-312-39531-0.

This telecourse guide acts as your daily instructor. For each lesson it gives you an Overview, Lesson Assignments, Lesson Objectives, Lesson Focus Points, a Practice Test with an Answer Key, Enrichment Ideas, Suggested Readings, and a list of historians interviewed. Some lessons present you with relevant primary sources in a "Documents" section. If you follow the telecourse guide closely and study each lesson carefully, you should successfully meet all of the requirements for this course.

TEXTBOOK

In addition to the telecourse guide, the textbook required for this course is:

Roark, James L., Michael P. Johnson, Patricia Cline Cohen, Sarah Stage, Alan Lawson, and Susan M. Hartmann. *The American Promise: A History of the United States, Volume I: To 1877*. 2nd ed. Boston: Bedford/St. Martin's, 2002. ISBN: 0-312-39419-5.

VIDEO PROGRAMS

The video program series for this telecourse is:

Shaping America

Each video program is correlated with the telecourse guide and the reading assignment for that lesson. Be sure to read the Lesson Focus Points in the telecourse guide before you watch the program. The video programs are presented in a documentary format and are divided into distinct but connected segments. Some videos have "short-takes," brief segments on interesting and relevant topics connected to the lesson. Every video brings analysis and perspective to the issues being discussed. Watch them closely.

If the video programs are broadcast more than once in your area, or if video or audio tapes are available at your college, you might find it helpful to watch the video programs more

than once or listen to an audio tape for review. Also, you may tape the programs for review or viewing at a convenient time. Since examination questions will be taken from the video programs as well as from the reading, careful attention to both is vital to your success.

Telecourse Guidelines

Follow these guidelines as you study the material presented in each lesson:

1. **OVERVIEW:**
Read the Overview for an introduction to the lesson material.
2. **LESSON ASSIGNMENTS:**
Review the Lesson Assignments in order to schedule your time appropriately. Pay careful attention, as the titles and numbers of the textbook chapters are different from the telecourse guide lessons and the video programs.
3. **LESSON OBJECTIVES:**
To get the most from your reading, review the Lesson Objectives in the telecourse guide.
4. **LESSON FOCUS POINTS:**
The Lesson Focus Points are designed to help you get the most benefit from the resources selected for each lesson. To maximize your learning experience:
 - Scan the focus point questions.
 - Read the material assigned.
 - View the video.
 - Write answers to or make notes on the focus point questions. (References in parentheses following each question can be used to locate information in the text and video that relates to each question.)
5. **HISTORICAL EXPERTS INTERVIEWED:**
These individuals are being acknowledged for their valuable contributions to this telecourse. The titles and locations were accurate when the video programs were recorded, but may have changed since the original taping.
6. **PRACTICE TEST:**
Complete the Practice Test to help you evaluate your understanding of the lesson.
7. **ANSWER KEY:**
Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question of the Practice Test.
8. **ENRICHMENT IDEAS:**
These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.
9. **SUGGESTED READINGS:**
These reading materials are not required but are offered as suggestions if you wish to examine other books related to the material presented in this lesson.

10. DOCUMENTS:

The purpose of this part of your telecourse guide is to give you the opportunity to “do” history by dealing directly with primary sources. By reviewing this material and relating it to that in the textbook, you should be able to increase your understanding of the lesson. Lessons 2, 4, 6, 7, 8, 10, 12, 13, 15, 23, 25, and 26 do not include Documents in the telecourse guide because the textbook provides them for those lessons.

Unit One

Colonial America To 1760 “A City on a Hill?”

1. A World Apart
2. Worlds Transformed
3. Settling the Southern Colonies
4. Settling in New England
5. Diversifying British America
6. A Distinctive Society

THEME

As John Winthrop and his fellow Puritan emigrants approached America in 1630, he expressed a vision for the community they were about to establish in Massachusetts: “We must consider that we shall be as a city upon a hill. The eyes of all people are upon us.” In many ways, people are still watching the United States of America to see if it can live up to its promise. Today, like in the past, most people hope and perhaps expect that life can and will get better. Making that happen, however, often leads to a reality check. Limits, whether environmental, economic, cultural, political, and/or personal, constrain what individuals and communities can accomplish. This process of development has shaped America from its beginnings.

The cultures of the indigenous peoples who lived in North America prior to European contact were as diverse as the ecosystems in which they lived. While many groups had experienced decline prior to European contact, the effects of the Columbian Exchange were devastating to most Indian peoples who encountered the Europeans.

In colonial America, a variety of Europeans with a variety of visions for a better life came to places already inhabited by native people who had their own established lifestyles. Spain proceeded to establish an extensive American empire, part of which extended up the Rio Grande River to present-day New Mexico. Meanwhile, British settlers founded colonies at Jamestown and Plymouth. The Dutch presence in New Amsterdam illustrated the diversity of Europeans who would expand throughout the middle colonies in the late seventeenth and early eighteenth centuries. Africans were brought to America against their wishes and without much hope for a better life, but their cultures contributed to the development of a distinctive American society by 1760. In the converging experiences of these people of colonial America, we can see the roots of much of what makes America what it is today.

Lesson 1

A World Apart

OVERVIEW

When we asked Professor Gerald Danzer about studying the past, he replied that it is like being invited to a party. You want to know when it is, where it is, and who's coming. Time, place, and people — keep those things in mind as you proceed to enhance your understanding of how America took shape. Make connections between your time and place and what happened in the past. And try to have fun along the way!

This first video provides you with some perspectives on why history matters, and it introduces you to the themes that recur throughout this course. Think about American identity, that is, what America is and what being an American means. Part of American identity is based on place, so geography is stressed throughout this course. American identity also comprises ideas that developed and eventually became associated with the nation. Foremost among these ideas are freedom and equality, concepts that are contested from beginning to end. As a third part of American identity, we want you to consider an old and persistent question: Who is an American? How do race and ethnicity fit into being an American? How and why has this changed over time?

This lesson begins to address those themes by examining America before 1492. A diverse array of indigenous peoples occupied the area that would eventually become the United States of America long before they had any sustained contact with Europeans. Over time, these Native Americans adapted to the various ecosystems in which they lived and developed distinct cultures. Not all of these cultures survived until the late fifteenth century, but there is a lot to learn about and from them. Their experiences, like ours, play a vital part in the shaping of America.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, "Prologue: Ancient America," pp. P1–P27.

Video: "A World Apart" from the series *Shaping America*.

Documents:

"Iroquois and Penobscot Myths of Creation" found at the end of this lesson.

LESSON OBJECTIVES

This lesson introduces the main themes of the course and describes America before 1492. Upon completing this lesson, you should be able to:

1. Describe how and why historians study the past.
2. Describe the geographical and human origins of North American history.
3. Explain the development and characteristics of major indigenous cultures found in six distinct regions of the area that would become the United States of America.
4. Describe the Mexica culture of Meso-America prior to contact with Europeans.
5. Assess the legacy of Native American cultures and their status as of 1492.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Defining America," (3) "The Pacific Northwest," (4) "The California Coast," (5) "The Pueblo People," (6) "The Mississippi Valley," (7) "The Southeast," (8) "The Northeast," (9) Summary Analysis: "We Have a Great Deal to Learn..."

1. According to historians quoted in the video, why does history matter? What themes will recur throughout this course? (video segment 1)
2. How do historians differ from archaeologists in their study of the past? What is meant by the term *prehistory*? How do we learn about ancient Americans? What limits our learning? (textbook, pp. P2–P5)
3. Why were human beings relatively late in arriving in the Western Hemisphere? What made it possible for them to get there? (textbook, p. P5)
4. Why did Paleo-Indians spread relatively rapidly across the Americas? What characterized this culture? (textbook, p. P6)
5. Why did Paleo-Indians face a crisis about 11,000 years ago? How did they adapt? What resulted from these adaptations? (textbook, pp. P6–P7)
6. What does the term *archaic* connote about cultures indigenous to America? (textbook, pp. P7–P8)
7. Examine the maps on pages P8 and P18. How did environmental factors help define the cultural boundaries and characteristics of the first Americans? (textbook, pp. P8, P18)
8. What roles did the salmon, totems, and kin groups play in the pre-Columbian Indian cultures of the Pacific Northwest? (textbook, pp. P10–P11; video segment 2)

9. What were the characteristics of the Chumash culture along the California coast? (textbook, pp. P10–P11; video segment 3)
10. How did the ancestral pueblo peoples of the Southwest adapt to their environment? What characterized their social organization and village life? (textbook, pp. P13–P15; video segment 4)
11. What characterized the culture that developed at Cahokia? How is this culture similar to that found at Adena and Hopewell? What purposes did mounds serve? (textbook, pp. P16–P17; video segment 5)
12. How did the environment affect pre-Columbian Indian cultures in the Southeast? What characterized these groups? (video segment 6)
13. Why did indigenous peoples of the Northeast often inhabit villages that were seasonal sites? What else characterized these people? (textbook, pp. P17–P18; video segment 7)
14. What characterized the Mexica culture of Meso-America before European contact? (textbook, pp. P19–P22)
15. Generally, what was the status of Native American cultures in 1492? (textbook, pp. P17–P19; video segment 8)
16. In summary, what is the legacy of the indigenous peoples of ancient America? (textbook, p. P23; video segment 8)
17. Many cultures have stories concerning the origin of the universe. Compare the stories from Iroquois and Penobscot traditions with each other and to the tradition with which you are familiar. (Documents)

HISTORICAL EXPERTS INTERVIEWED

Michael Adler, Associate Professor, Southern Methodist University, Dallas, TX
Alex Barker, Curator of Archaeology, Dallas Museum of Natural History, Dallas, TX
Colin Calloway, Professor, Dartmouth College, Hanover, NH
Gerald Danzer, Professor of History, University of Illinois at Chicago, Chicago, IL
R. David Edmunds, Watson Professor of American History, University of Texas at Dallas, Richardson, TX
Brian Fagan, Professor of Anthropology, University of California at Santa Barbara, Santa Barbara, CA
Eric Foner, Professor of History, Columbia University, New York, NY
James Oliver Horton, Benjamin Banneker Professor of American Civilization and History, The George Washington University, Washington, DC
William Iseminger, Public Relations Director, Cahokia Mounds State Historic Site, Collinsville, IL
Linda Kerber, May Brodbeck Professor in Liberal Arts, University of Iowa, Iowa City, IA
Frank Lemos, Director, Chumash Interpretive Center, Thousand Oaks, CA
Chad Smith, Principal Chief, Cherokee Nation, Tahlequah, OK

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. According to historians cited in the video, the study of history should do all of the following EXCEPT _____.
 - A. provide a sense of who we are
 - B. include multiple stories
 - C. spark our curiosity
 - D. emphasize dates and battles
2. The basic reason for the early, prolonged absence of humans in the Western Hemisphere is that _____.
 - A. the warm climate of Africa attracted most of the earth's population
 - B. large herds of mammoths made migration to the Americas too dangerous
 - C. North and South America had become detached from the gigantic continent of Pangaea
 - D. food was too plentiful for northern European tribes to seek a different home
3. About 11,000 years ago the Paleo-Indians faced a major crisis: _____.
 - A. the people had difficulty living in a cooling climate
 - B. the large animals they hunted had difficulty adapting to a warming climate
 - C. an over-concentration on hunting small animals eliminated much of the food sources of the large mammals
 - D. water became scarce as the climate cooled
4. The Northwest archaic peoples _____.
 - A. erected small tents of buffalo skins adorned with highly intricate quillwork
 - B. carved out pueblo dwellings in the side of mountains, adorned with sandpaintings
 - C. constructed large, multifamily cedar houses adorned with totems
 - D. created small, single-family structures from glacial ice adorned with ironwork
5. At Cahokia, Monk's Mound likely served as a site for _____.
 - A. burying women
 - B. the ruling chief
 - C. dispatching hunters
 - D. observing nearby tribes

6. The human sacrifices practiced by the Mexica are said to have been on a scale unequalled in human history; to the Mexica, human sacrifice was _____.
 - A. an intuitive remedy to a protein deficiency
 - B. a ritual modeled by their one god, Quetzalcoatl, who methodically sacrificed all the other gods as he created the universe
 - C. a normal and reasonable activity to demonstrate their religious devotion
 - D. a ritual necessary to make crops grow fruitfully
7. The greatest similarity among the diverse cultures that inhabited North America at the dawn of European colonization was that each _____.
 - A. employed some form of written language
 - B. no longer depended upon hunting and gathering for a major portion of their food
 - C. used domesticated animals for hunting and agricultural production
 - D. developed a distinct culture because of specific adaptations made to their own local natural environment

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

8. Explain the following statement in reference to archaic Americans: The absence of written sources means that ancient human beings remain anonymous.
9. What were the similarities of the cultures of indigenous peoples in America in 1492, and how did they differ from the culture of Europe at the time?
10. What were the main features of the Mexica culture prior to European contact?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

11. Describe and explain the characteristics of the pre-Columbian indigenous cultures that existed in the Pacific Northwest, the California coastal region, the Southwest, the Mississippi Valley, the Southeast, and the Northeast. What is the legacy of these cultures?

ANSWER KEY

	Learning	Focus	References
	Answer Objectives	Points	
1.	D LO 1.....	FP 1.....	video segment 1
2.	C..... LO 2.....	FP 3.....	p. P5
3.	B..... LO 2.....	FP 5.....	pp. P6–P7
4.	C..... LO 3.....	FP 8.....	pp. P10–P11; video segment 2
5.	B..... LO 3.....	FP 11.....	pp. P16–P17; video segment 5
6.	C..... LO 4.....	FP 14.....	pp. P19–P22
7.	D LO 5.....	FP 15.....	pp. P17–P19; video segment 8

8. LO 1.....FP 2.....pp. P2–P5
- How do we learn about cultures that did not use written languages?
 - What can we learn about those cultures?
 - What elements do written sources bring to our knowledge about people?
9. LO 5.....FP 5.....pp. P6–P7
- Consider the adaptations to the environment in order to survive.
 - Are social and political organizations similar? How did various cultures communicate?
 - Contrast indigenous cultures with European technology and domesticated animals, etc.
10. LO 4.....FP 14.....pp. P19–P22
- What was the extent of their empire in the Americas?
 - How was their society structured?
 - What role did tribute play in their empire?
11. LO 3, 5.....FP 7–13, 15 pp. P7–P8, P10–P11, P13–P19; video segments 2–7
- Consider how the environment affected the economy of each culture.
 - How did they organize their communities?
 - Identify at least one feature of each culture.
 - What can we learn from them?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. In the video for this lesson, you heard many brief responses to the question, “Why does history matter?” In a well-developed essay, explain which responses were most interesting to you. Why does history matter to you?
2. Research your local geography and the history of Native Americans in your area. Then submit a report on your findings. How did the indigenous peoples adapt to the environmental conditions?
3. Choose a place in North America before 1492. Now organize a food-gathering trip using the available resources and technology. Submit a report describing your plan.

SUGGESTED READINGS

See the “Bibliography” on pages P25–P27 of the text if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

Many cultures have stories concerning the origin of the universe. Compare these stories from Iroquois and Penobscot traditions with each other and to tradition with which you are familiar.

Iroquois and Penobscot Myths of Creation

Iroquois Account of the Origins of Human Life

In a house in the Sky World, a man and a woman lived on opposite sides of a fireplace. The two had great spiritual power because each had been isolated from other people until the age of puberty. Every day after the housemates went out to work, the woman crossed to the other side of the fire to comb the man's hair. Through mysterious means, she became pregnant and bore a daughter. Shortly thereafter, the man fell ill and announced that he would soon die. Because no one in the Sky World knew what death was, he had to explain to the woman what would happen to him and instruct her how to preserve his body. After he died, the woman's growing daughter endured fits of weeping that, despite the best efforts of village neighbors to comfort her, could be relieved only by visits to the preserved corpse of the deceased, whose spirit told her that he was her father and taught her many things.

When the daughter, whom the Iroquois called Sky Woman, reached adulthood, her father's spirit instructed her to take a dangerous journey to the village of a man destined to become her spouse. She brought her prospective husband loaves of bread baked with berries and then, enduring great travail, cooked him a potent soup that cured him of a long-troublesome ailment. In exchange, he sent her home with a burden of venison that nearly filled her family's house. After Sky Woman returned to her husband, the pair always slept on opposite sides of the fire and refrained from sexual intercourse. Nevertheless, she, like her mother before her, inexplicably became pregnant. Stricken by jealousy, the husband again became ill and dreamed that a great tree near his house must be uprooted so that he and his spouse could look down through the resulting hole to the world below. To cure his sickness, all the people of the village worked together to pull it up. When Sky Woman looked over the edge of the abyss, her husband pushed her down.

As Sky Woman fell toward the endless waters below, the spirit birds and animals of the sea held a council to decide how to rescue her. Ducks flew up to catch her on their wings and bring her safely down, and the Turtle agreed to provide a place for her to rest on his back. Meantime, various animals tried to dive to the bottom of the lake and bring up earth on which the woman could walk; only the Muskrat succeeded. The material he placed on the Turtle's back grew, with Sky Woman's help, into the living dry land of North America. Soon the celestial visitor gave birth to a daughter, who in time became supernaturally pregnant by the spirit of the Turtle. In the younger woman's womb grew male twins, who began arguing over the best way to emerge from her body. The Good Twin (Upholder of the Heavens, or Sky Grasper) was born normally. The second, the Evil Twin, burst forth from his mother's side and thus killed her. When Sky Woman asked which of her grandsons had slain her daughter, they blamed each other, but the Evil Twin was the more persistent and persuasive. The Grandmother cherished him, and she

turned the body and head of the boys' deceased mother into the sun and moon, respectively; and she threw the Good Twin out of her house, assuming he would die.

But he did not. Instead, with the aid of his father the Turtle, the Good Twin improved Iroquoia, making various animals, learning the secrets of cultivating maize and other crops, and bringing into existence mortal human beings. All of these things he did not create from nothingness; they grew through a process of transformation and infusion of supernatural power from the living earth and from a kind of spirit beings who dwelled in the Sky World and under the waters. With each new creation, however, Sky Woman and the Evil Twin partially undid the Good Twin's efforts in ways that forever after would make life difficult for humans. When the Good Twin constructed straight rivers for canoeing, with the water flowing in both ways at once, the Evil Twin threw in rocks and hills to twist the streams and make their waters fall in only one direction. When the Good Twin grew succulent ears of corn, Sky Woman threw ashes into his cooking pot and decreed that maize must be parched and ground before it could be eaten. When the Good Twin made animals readily give themselves to humans as food, the Evil Twin sealed them all in a cave, from which Sky Grasper could rescue only a portion; the rest the Evil Twin turned into enemies of humans.

Finally, the two brothers also fought, and the Good Twin won. He could not, however, undo all the evil that his brother and Grandmother had left in the world. So he taught humans how to grow corn, and how to keep harm at bay with ceremonies of thanksgiving and peacekeeping with the spirits. Sky Grasper made these ceremonies easier by designating clans named after certain animals such as Wolf, Bear, Turtle. But he knew that mortals could never keep the ritual well enough. But Sky Grasper also predicted the time would come when all peoples would fall into great dispute and destroy one another. Good Twin went home, where he never died, but instead continually passed through stages of aging and then rejuvenating himself.

Corn Mother: A Penobscot Myth

When Kloskurbeh, the All-maker, lived on earth, there were no people yet. But one day when the sun was high, a youth appeared and called him "Uncle, brother of my mother." This young man was born from the foam of the waves, foam quickened by the wind and warmed by the sun. It was the motion of the wind, the moistness of water, and the sun's warmth, which gave him life. And the young man lived with Kloskurbeh and became his chief helper.

Now, after these two powerful beings had created all manner of things, there came to them, as the sun was shining at high noon, a beautiful girl. She was born of the wonderful earth plant, and of the dew, and of warmth. Because a drop of dew fell on a leaf and was warmed by the sun, and the warming sun is life, this girl came into being from the green living plant, from moisture, and from warmth.

"I am love," said the maiden. "I am a strength giver, I am 'he nourisher, I am the provider of men and animals. They all love me."

Then Kloskurbeh thanked the Great Master Above for having sent them the maiden. The youth, the Great Nephew, married her, and the girl conceived and thus became First Mother. And Kloskurbeh, the Great Uncle, who teaches humans all they need to know, taught their children how to live. Then he went away to dwell in the north, from which he will return sometime when he is needed.

Now, the people increased and became numerous. They lived by hunting, and the more

people there were, the less game they found. They were hunting it out, and as the animals decreased, starvation came upon the people. And First Mother pitied them.

The little children came to First Mother and said: "We are hungry. Feed us." But she had nothing to give them, and she wept. She told them: "Be patient. I will make some food. Then your little bellies will be full." But she kept weeping.

Her husband asked: "How can I make you smile? How can I make you happy?"

"There is only one thing that will stop my tears."

"What is it?" asked her husband.

"It is this: you must kill me."

"I could never do that."

"You must, or I will go on weeping and grieving forever."

The husband traveled far, to the end of the earth, to the north he went, to ask the Great Instructor, his uncle Kloskurbah, what he should do.

"You must do what she wants. You must kill her," said Kloskurbah. Then the young man went back to his home, and it was his turn to weep. But First Mother said: "Tomorrow at high noon you must do it. After you have killed me, let two of our sons take hold of my hair and drag my body over that empty patch of earth. Let them drag me back and forth, back and forth, over every part of the patch, until all my flesh has been torn from my body. Afterwards, take my bones, gather them up, and bury them in the middle of this clearing. Then leave that place."

She smiled and said, "Wait seven moons and then come back, and you will find my flesh there, flesh given out of love, and it will nourish and strengthen you forever and ever."

So it was done. The husband slew his wife and her sons, praying, dragged her body to and fro as she had commanded, until her flesh covered all the earth. Then they took up her bones and buried them in the middle of it. Weeping loudly, they went away.

When the husband and his children and his children's children came back to that place after seven moons had passed, they found the earth covered with tall, green, tasseled plants. The plants' fruit — corn — was First Mother's flesh, given so that people might live and flourish. And they partook of First Mother's flesh and found it sweet beyond words. Following her instructions, they did not eat all, but put many kernels back into the earth. In this way her flesh and spirit renewed themselves every seven months, generation after generation.

And at the spot where they had burned [sic] First Mother's bones, there grew another plant, broad-leafed and fragrant. It was First Mother's breath, and they heard her spirit talking: "Burn this up and smoke it. It is sacred. It will clear your minds, help your prayers, and gladden your hearts."

And First Mother's husband called the first plant Skarmunal, corn, and the second plant utarmur-yayeh, tobacco.

"Remember," he told the people, "and take good care of First Mother's flesh, because it is her goodness become substance. Take good care of her breath, because it is her love turned into smoke. Remember her and think of her whenever you eat, whenever you smoke this sacred plant, because she has given her life that you might live. Yet she is not dead, she lives: in undying love she renews herself again and again."

"Iroquois and Penobscot Myths of Creation" taken from *The Ordeal of the Longhouse: The People of the Iroquois League in the Era of European Colonization* by Daniel Richter. Published for the Institute of Early American History and Culture, copyright 1992 by the University of North Carolina Press.

Lesson 2

Worlds Transformed

OVERVIEW

When Christopher Columbus encountered the Taino people on the island they called Guanahani in 1492, he touched off an exchange of plants, animals, diseases, and cultures that transformed worlds. Natives inhabiting the “New World,” as the Europeans called it, would pay a heavy price for living in an area now coveted by aggressive outsiders. At the same time, people living in the “Old World” would have their lives altered by the repercussions of this contact. Indeed, after 1492 the world would never be the same again, either geographically or culturally.

Spain, whose monarchs financed Columbus’ voyage, proceeded to take the lead among European nations seeking to capitalize on their “discoveries.” Spanish explorers traversed much of the Americas, including areas that eventually became part of the south and southwestern United States. Spanish conquistadors subdued many of the native populations, setting the stage for a Spanish empire in the New World. Part of this empire reached into the area we now know as New Mexico. The blending of cultures there reflected the dynamics of continuing contact in frontier regions, a process that played a vital role in the shaping of America.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 1, “Europeans and the New World,” pp. 2–35.

Video: “Worlds Transformed” from the series *Shaping America*.

Documents:
“Justifying Conquest” found on pp. 22–23 of the text.

LEARNING OBJECTIVES

This lesson describes the effects of European contact with the Americas. After completing this lesson, you should be able to:

1. Explain the changes taking place in Western Europe that stimulated interest in overseas expansion and colonization.
2. Analyze the ways in which the peoples of the New and Old Worlds affected each other when their cultures met, with specific emphasis on the “Columbian exchange.”

3. Describe the geographic revolution that took place in the late fifteenth and early sixteenth centuries.
4. Analyze the development of Spain's New World empire and how it affected both Europe and the Americas.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the resources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Columbian Exchange," (3) "The Conquest of the Americas," (4) "New Spain," and (5) Summary Analysis: "A Blending of Cultures."

1. What was happening in Europe in the late fifteenth and early sixteenth centuries that explains the urge to look outward? (textbook, pp. 4–6)
2. Examine Map 1.1 on page 5 of the textbook. What trade goods were being exchanged between Europe and Asia? What was the incentive to secure a water route from Europe to Asia? (textbook, pp. 5–6)
3. How and why was Portugal exploring ways to get access to Asia? What were the effects of the Portuguese explorations? (textbook, pp. 6–7)
4. What was Columbus's vision? In what ways did Columbus reflect the spirit of his times? (textbook, pp. 8–9; video segment 2)
5. Define the term *Columbian exchange*. What were the short- and long-term consequences of this exchange? (textbook, pp. 11–12; video segment 2)
6. How did Columbus's voyages and those of other European explorers bring about a geographic revolution? (textbook, pp. 9–11)
7. Examine Map 1.2 on page 10 of the textbook. Who were the early European explorers? What countries did they represent? Where did they go? (textbook, p. 10)
8. What were the motivations behind Spanish conquests in the Americas? How did the Spaniards justify conquering the Indians? (textbook, pp. 12–14, 22–23; video segment 3)
9. Why was Cortés' entry into Tenochtitlán a unique moment in history? (video segment 3)
10. How and why was Cortés able to conquer Mexico? (textbook, pp. 13–14, 16–17; video segment 3)
11. What areas of America did de Soto, Coronado, and Cabrillo explore? What were the effects of their explorations? (textbook, pp. 15, 18; video segment 3)

12. How was Cabeza de Vaca's experience in America different from most other Spanish conquistadors? (video segment 3)
13. Examine Map 1.3 on page 19 of the textbook. What major areas of North and South America composed the Spanish empire in America? (textbook, p. 19)
14. What were the economic, political, and social characteristics of Spain's empire in the New World in the sixteenth century? (textbook, pp. 18–25; video segments 4, 5)
15. What is the significance of the *encomienda* system in Spanish America? In what ways was this system changed by the *repartimiento*? What were the effects of both systems? (textbook, pp. 19–23)
16. What role did the religious missionaries play in New Spain? (textbook, pp. 20–23; video segment 4)
17. What was the toll of Spanish conquest and colonization on the Indians? (textbook, pp. 25–27)
18. Why did the Spanish found a settlement at St. Augustine? (textbook, p. 27; video segment 4)
19. Why did the Spanish settle in the area that became New Mexico? What led to the Acoma rebellion? How did Juan de Oñate suppress that rebellion? Why was Santa Fe founded in 1608? (textbook, p. 27–28; video segment 4)
20. What were the effects of the mixing of Spanish, Indian, and African peoples and cultures in the New World? Why does cultural blending tend to happen in frontier zones? How is this blending reflected in American society today? (textbook, p. 26; video segment 5)
21. How did the Spanish empire in America affect Spain and other European countries? (textbook, pp. 28–31)

HISTORICAL EXPERTS INTERVIEWED

Alfred Crosby, Professor Emeritus, University of Texas at Austin, Austin, TX

Deena J. Gonzalez, Professor of History, Pomona College, Claremont, CA

Frances Levine, Division Head, Arts and Sciences, Santa Fe Community College, Santa Fe, NM

Stuart B. Schwartz, George Burton Adams Professor of History, Yale University, New Haven, CT

David Weber, Professor of History, Southern Methodist University, Dallas, TX

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. While it was unfortunate that the bubonic plague killed about a third of Europe's population, it was beneficial in that it _____.
 - A. eased food shortages and weakened the feudal system
 - B. eased pressure on food resources and created greater opportunities for advancement
 - C. created a food surplus which stimulated exploration for new marketplaces
 - D. created a more even distribution of food and weakened the authority of the Catholic Church
2. Portugal's early interest in exploration and expansion stemmed from a desire to _____.
 - A. expel Muslims from Europe and control the African trade for wheat and gold
 - B. control the gold and slave trade of Africa
 - C. shift the balance of power in Europe from France to itself
 - D. shift the balance of power in Europe from England to itself
3. Columbus' first impression of the Tainos was that they _____.
 - A. would be good slaves
 - B. possessed strong religious values
 - C. would be good and intelligent servants
 - D. could pass as ordinary European peasants
4. Some historians believe that because of the effects of the Columbian exchange, the so-called discovery of America was _____.
 - A. beneficial to the indigenous peoples
 - B. the most important event in the history of the world
 - C. of little benefit to Europe and Asia
 - D. all of the above
5. If you were Martin Waldseemüller in 1500, you were among the very first to understand that _____.
 - A. the earth was a sphere and not flat
 - B. a round globe, rather than a flat map, depicted the earth with greater accuracy
 - C. the Treaty of Tordesillas line shifted power from Italy to Spain and Portugal
 - D. the discoveries of Columbus, Balboa, and Vespucci proved there was a continent which existed west of Europe and east of Asia

6. Hernán Cortés was eventually able to defeat the Mexicans in 1521 by enlisting the help of _____.
 - A. a Mayan chief and his followers
 - B. tribes of the Yucatan, and Catholic priests
 - C. the Aztec peoples
 - D. tens of thousands of Indian allies who favored the destruction of the Aztecs
7. The Spanish introduced the *encomienda* as a way to _____.
 - A. reward conquistadors who claimed territory in the New World
 - B. provide housing for the Indians who labored in the silver mines
 - C. divide the wealth of the New World between the monarchy and the Catholic Church
 - D. punish wrong-doers
8. In the video, Professor David Weber reminds us that in frontier regions _____.
 - A. people tend to develop a new culture
 - B. democracy always emerges among settlers
 - C. indigenous culture is totally destroyed
 - D. expansion moves almost invariably from east to west

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. How and why was Cortés able to conquer Mexico?
10. Explain the role Portugal played in the age of European exploration.
11. How and why did a geographic revolution take place in the sixteenth century?
12. Why did Spain become the dominant European power in the New World in the sixteenth century?
13. Why did Spain establish settlements in areas that became Florida and New Mexico?

Essay Questions: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

14. Describe and explain the meaning of the Columbian exchange. How did both the Old and New Worlds experience gains and losses because of the exchange? Which world benefited the most? Why? In what ways does the exchange continue today?
15. During the sixteenth century, Spain became the most powerful country in both Europe and the Americas. How and why did this happen? How did Spain transform America? How is the Spanish influence still visible in the United States today?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	B..... LO 1.....	FP 1.....	pp. 4–6
2.	A..... LO 1.....	FP 3.....	pp. 6–7
3.	C..... LO 2.....	FP 4.....	pp. 8–9; video segment 2
4.	B..... LO 2.....	FP 5.....	pp. 11–12; video segment 2
5.	D..... LO 3.....	FP 6.....	pp. 9–11
6.	D..... LO 4.....	FP 10.....	pp. 13–14, 16–17; video segment 3
7.	A..... LO 4.....	FP 15.....	pp. 19–23
8.	A..... LO 2, 4.....	FP 20.....	p. 26; video segment 5
9.	 LO 2, 4.....	FP 9, 10.....	pp. 13–14, 16–17; video segment 3
	• What technological advantages did Cortés have? • How and why was he able to get help from some of the indigenous peoples?		
10.	 LO 1.....	FP 3.....	pp. 6–7
	• Where was Portugal located? • Why did Portugal encourage voyages around Africa? • What technological advances are associated with Portugal’s efforts?		
11.	 LO 3.....	FP 6.....	pp. 9–11
	• How did mapmakers depict the world prior to this time? • How did Martin Waldseemüller map the world? What information did he have? • What effect did the European “discovery” of the Pacific Ocean have?		
12.	 LO 4.....	FP 21.....	pp. 28–31
	• What areas did Spain colonize? By what authority? • What resources in the Americas did Spain use to its advantage? • How were they able to control and use the native peoples?		
13.	 LO 4.....	FP 18, 19.....	pp. 27–28; video segment 4
	• How would a colony in Florida solidify its claim and protect its ships? • What were the Spanish seeking in New Mexico? What did they end up doing there?		
14.	 LO 2, 4.....	FP 5, 20, 21.....	pp. 11–12, 26, 28–31; video segments 2, 5
	• What is the Columbian exchange? • How did New World food products, crops, and mineral resources affect Europe and Asia? • How did diseases affect both areas? • Did the New World gain anything from Europe? What? • How does the exchange of organisms continue?		

15. LO 4.....FP 1, 5, 7–21 pp. 4–6, 10–31; video segments 2–5
- What geographic advantages did Spain have?
 - How did Spain use the resources it gained in the Americas?
 - Why was Spain able to establish its empire? What parts of their culture did they impose?
 - How is the influence reflected in people, language, religion, architecture, etc.?

ENRICHMENT IDEAS

1. In a well-developed position paper, take a stand on the issue of whether or not Columbus Day should be a national holiday in the United States.
2. If you live in a region that was colonized by Spain, examine how the effects of that colonization are still in evidence today. Summarize your findings in a well-documented essay.
3. Research the life of Amerigo Vespucci. In a well-developed essay, explain his contribution to geography and why America was named after him.
4. You are an Indian or a Spanish observer to Cortés' entrance into Tenochtitlán. Write a commentary on what you observe.
5. Read the book *Longitude* by Dava Sobel, and then write a report on the main points discussed in that book.

SUGGESTED READINGS

See the "Bibliography" on pages 33–35 of the textbook if you wish to examine other books related to the material presented in this lesson.

Lesson 3

Settling the Southern Colonies

OVERVIEW

The Spanish experience in the New World caused other European nations, particularly England, to envision expanded world power and fabulous riches. British investors hoped to make money and set out to sponsor permanent settlement in the Chesapeake region of eastern North America.

The settlers had their own hopes and dreams, but they were the ones who had to face the realities of establishing new communities in an area already inhabited by American Indians. An initial attempt by the British to establish a settlement at Roanoke in the late 1580s ended with the mysterious disappearance of the colonists. Nearly thirty years later, another British settlement, this time at Jamestown, survived—but just barely. The struggles the colonists experienced there brought about some adjustments in land and labor policies. Further south in Carolina, close ties with British colonies in the Caribbean affected the development of Charleston, another distinctive colony. Characterized by the production of staple crops, a servant labor system, and an emerging racial hierarchy, the southern colonies established by the British in the seventeenth century would ultimately affect all Americans for generations to come.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 1, “Europeans and the New World,” p. 31, and Chapter 2, “The Southern Colonies in the Seventeenth Century,” pp. 36–69.

Video: “Settling the Southern Colonies” from the series *Shaping America*.

Documents: “Manifesto Concerning the Troubles in Virginia” found at the end of this lesson.

LEARNING OBJECTIVES

This lesson describes the enduring effects of the British colonies established along the southeastern coast of North America in the seventeenth century. Upon completing this lesson, you should be able to:

1. Describe the experience of the British colony at Roanoke.
2. Describe the relations between English colonists and the American Indians in the Chesapeake region.

3. Explain the development of the Chesapeake colonies in the seventeenth century.
4. Explain the causes and significance of Bacon's Rebellion.
5. Describe the development of the West Indian sugar economy of Barbados, the subsequent establishment of the Carolina colony, and the connections between the two.
6. Explain the ways in which slavery and racism affected the social and political order of the Chesapeake and Carolina colonies.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the resources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Jamestown," (3) Short-take: "The Stinking Weed," (4) "The Changing Chesapeake," (5) Short-take: "Sugar, Sugar," (6) "The Caribbean Connection," and (7) Summary Analysis: "A Dividing Line."

1. Why did the British attempt to found a colony at Roanoke? What likely happened to this colony? (textbook, p. 31; video segment 1)
2. Why was a colony established at Jamestown? (textbook, p. 40; video segment 2)
3. Why was the Jamestown settlement so fragile? (textbook, pp. 40–41; video segment 2)
4. How did the settlers at Jamestown cope with the hardships they encountered? (textbook, pp. 41–44; video segment 2)
5. What factors explain the relationship of the settlers with the Indians in the surrounding area? Why was there no major Indian attack between 1607 and 1622? Why did the relationship change in 1622? (textbook, pp. 41–44; video segment 2)
6. How important was John Smith to the survival of the Jamestown colony? Why did Pocahontas save Smith's life in 1607? What was ironic about that by the end of the seventeenth century? (textbook, pp. 37–43; video segment 2)
7. Why were the Jamestown settlers unable to feed themselves for more than a decade? How and why did the settlers learn the technology of corn? (textbook, pp. 43–44, 46–47)
8. What significant political changes took place in the Jamestown colony in 1619 and 1624? Why were these changes important? (textbook, pp. 44–45)
9. How and why did the Virginia Company decide to parcel out land to individual property owners? (textbook, pp. 47–48; video segment 2)

10. What was the short- and long-term significance of tobacco? (textbook, pp. 45, 48–53, 56; video segments 2, 3, 4)
11. Examine Map 2.1 on page 48 of the textbook. Why was access to navigable water so important? What is the “fall line”? (textbook, p. 48)
12. What were the characteristics of the indentured servant labor system that developed in the Chesapeake area? What was life like for the servant laborers? (textbook, pp. 48–52; video segment 4)
13. Why were Africans brought into Virginia? What does the life of Anthony Johnson illustrate about the life of Africans in early Virginia? (video segment 4)
14. Why did the English colonists consider themselves superior to Indians and Africans? (textbook, pp. 54–56)
15. As British settlement expanded in the Chesapeake region, what social, economic, and political conflicts emerged? Why did this happen? (textbook, pp. 53, 56, 58; video segment 4)
16. Why did Bacon’s Rebellion occur? (See Bacon’s “Manifesto.”) What is important about Bacon’s Rebellion? (textbook, pp. 58–59; video segment 4; document)
17. Why was a British colony established at Charleston, in the Carolina region of North America? How was this colony linked to Barbados in the West Indies? (textbook, pp. 59–63; video segment 6)
18. Examine Map 2.2 in the text. Answer the questions related to it. (textbook, p. 60)
19. Why were the British colonies in the Chesapeake region and the Carolinas moving toward a slave labor system in the last thirty years of the seventeenth century? What were the effects of this change? (textbook, pp. 62–65; video segment 7)
20. In summary, what can we learn from the experiences of British settlers, Indians, and Africans in the Chesapeake and Carolina areas in the seventeenth century? (textbook, chapter 2; all video segments)

HISTORICAL EXPERTS INTERVIEWED

Michael Johnson, Professor of History, Johns Hopkins University, Baltimore, MD
Karen Kupperman, Professor of History, New York University, New York, NY
Daniel Littlefield, Professor of History, University of South Carolina, Columbia, SC
Jonathan Poston, Director of Museums and Preservation Initiatives, Historic Charleston Foundation, Charleston, SC

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. In the video, Professor Karen Kupperman speculates that the “lost” colonists of Roanoke likely _____.
 - A. were killed by Indians
 - B. melded in with the Indian population in the area
 - C. abandoned the island to go to the West Indies
 - D. starved due to laziness
2. The story of Pocahontas saving Captain John Smith from her father’s death sentence was told to inform the reader _____.
 - A. of Pocahontas’ great love of John Smith
 - B. about the origins of the “noble savage”
 - C. about how inadequately Englishmen understood Indian rituals
 - D. that Powhatan never truly understood the English
3. Relations between Jamestown colonists and Indians changed by 1622 because _____.
 - A. Powhatan was losing power
 - B. Virginia became a royal colony
 - C. John Smith took over as governor
 - D. expansion of the settlement now encroached on Indian land
4. Richard Hakluyt, a strong proponent of colonization, argued that English colonies would _____.
 - A. enhance England’s ability to maintain a balance of power in Europe and throughout the Mediterranean world
 - B. provide a market for English goods and a place for the unemployed
 - C. provide raw materials for England and a strategic political outpost
 - D. provide a dumping ground for England’s surplus goods and disenfranchised younger sons of the nobility
5. If you wanted to be a highly profitable tobacco farmer in the 1600s in Virginia, the biggest obstacle you were likely to face was _____.
 - A. lack of affordable land
 - B. lack of workers
 - C. getting the crop to grow
 - D. being able to afford the technology needed to grow tobacco

6. Bacon's Rebellion erupted in 1676 as a dispute over Indian policy, and it ended as a conflict between the _____.
 - A. planter elite and the small farmers
 - B. indentured servants and their masters
 - C. Indians and Virginia militia
 - D. small farmers and newly freed servants
7. It is important to study the economy and slave labor system of the Caribbean sugar islands because it helps us better understand _____.
 - A. the first major settlement of slaves and slave owners in Carolina
 - B. the resistance to slavery by abolitionists
 - C. why the Chesapeake did not pursue sugar agriculture
 - D. the relationship between West Indians and Africans
8. In the video, Professor Dan Littlefield observes that the shift in seventeenth century Virginia away from indentured servant labor was accompanied by _____.
 - A. increasing tobacco production
 - B. slowing rates of population growth
 - C. accelerating movement toward democracy
 - D. using race as a dividing line among the poor

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. Why was John Smith a critical person in the survival of Jamestown?
10. How did Nathaniel Bacon justify his rebellion in 1676?
11. In what ways was seventeenth century South Carolina a frontier outpost for Barbados?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

12. Why did the British establish colonies in the Chesapeake and Carolina? How and why did life and labor in these colonies change during the seventeenth century? What developments occurred then that continued to shape America for generations?

ANSWER KEY

	Learning Objectives	Focus Points	References
1.	B..... LO 1.....	FP 1.....	p. 31; video segment 1
2.	C..... LO 2.....	FP 5.....	pp. 41–44; video segment 2
3.	D..... LO 2.....	FP 5.....	pp. 41–44; video segment 2
4.	B..... LO 3.....	FP 2.....	p. 40; video segment 2
5.	B..... LO 3.....	FP 10.....	pp. 45, 48–53, 56; video segments 2, 3, 4
6.	A..... LO 4.....	FP 15, 16.....	pp. 52–53, 56, 58–59; video segments 2, 4; document
7.	A..... LO 5.....	FP 17.....	pp. 59–63; video segment 5
8.	D..... LO 6.....	FP 19.....	pp. 62–65; video segment 7
9.	 LO 2, 3.....	FP 6.....	pp. 37–43; video segment 2
	• Why was the initial settlement suffering from a leadership void? • What did he force the settlers to do? • How did he get along with the Indians in the area?		
10.	 LO 4.....	FP 16.....	pp. 58–59; video segment 4; document
	• What is Bacon complaining about? • Who does he blame for the troubles? • Was he guilty of treason?		
11.	 LO 5.....	FP 17.....	pp. 59–63; video segment 5
	• Who settled the Carolina region? • What socioeconomic system was put in place in Carolina? • What products were traded between Barbados and Carolina?		
12.	 LO 2, 4, 5.....	FP 2, 8–14, 16–18.....	pp. 40, 44–45, 47–56, 58–63; document; video segments 2–4, 6
	• Consider the economic motives for each region. What adaptations were made economically? • What social system developed? How was land parceled out? • Why did a servant labor system change to a slave labor system? • How would you characterize these colonies by the late seventeenth century? What were the long-term economic, social, and political patterns established?		

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Research the status of the tobacco industry today. How important is tobacco to the economy? What is the current product liability and consumer protection situation in the tobacco industry? Write a thoughtful essay in which you discuss your findings and take a stand on the consumer protection issue.
2. Research the background of your political representative at the state or national level of government. What socioeconomic class does he/she come from? Where does her/his funding come from? Who does he/she really represent? Address these questions in a well-organized essay, and be sure to support your opinion when addressing the last question.
3. Maps and narratives related to this lesson mention the Fall Line. After researching the Fall Line, write a thoughtful essay in which you describe what the Fall Line is and what it meant for patterns of settlement and economic and political development in colonial America.

SUGGESTED READINGS

See the “Bibliography” on pages 67–69 of the textbook if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

Nathaniel Bacon, recently arrived from England, led western Virginia settlers in a bitter fight against the governor of Virginia, William Berkeley. The fight began over Indian policy, but continued with demands for colonial reforms. The resulting conflict brought significant changes to the colony.

As you read this document, focus on answering the following questions:

1. What “troubles” does Bacon identify? Who does he blame for them?
2. How did Bacon defend himself against charges of treason?

“Manifesto Concerning the Troubles in Virginia” (1676) by Nathaniel Bacon

If virtue be a sin, if piety be guilt, all the principles of morality, goodness and justice be perverted, we must confess that those who are now called rebels may be in danger of those high imputations. Those loud and several bulls would affright innocents and render the defence of our

brethren and the inquiry into our sad and heavy oppressions, treason. But if there be, as sure there is, a just God to appeal to; if religion and justice be a sanctuary here; if to plead the cause of the oppressed; if sincerely to aim at his Majesty's honour and the public good without any reservation or by interest; if to stand in the gap after so much blood of our dear brethren bought and sold; if after the loss of a great part of his Majesty's colony deserted and dispeopled, freely with our lives and estates to endeavour to save the remainders be treason; God Almighty judge and let guilty die. But since we cannot in our hearts find one single spot of rebellion or treason, or that we have in any manner aimed at the subverting of the settled government or attempting of the person of any either magistrate or private man, notwithstanding the several reproaches and threats of some who for sinister ends were disaffected to us and censured our innocent and honest designs, and since all people in all places where we have yet been can attest our civil, quiet, peaceable behaviour far different from that of rebellion and tumultuous persons, let truth be told and all the world know the real foundations of pretended guilt. We appeal to the country itself what and of what nature their oppressions have been, or by what cabal and mystery the designs of many of those whom we call great men have been transacted and carried on; but let us trace these men in authority and favour to whose hands the dispensation of the country's wealth has been committed. Let us observe the sudden rise of their estates composed with the quality in which they first entered this country, or the reputation they have held here amongst wise and discerning men. And let us see whether their extractions and education have not been vile, and by what pretence of learning and virtue they could so soon [come] into employments of so great trust and consequence. Let us consider their sudden advancement and let us also consider whether any public work for our safety and defence or for the advancement and propagation of trade, liberal arts, or sciences is here extant in any way adequate to our vast charge. Now let us compare these things together and see what sponges have sucked up the public treasure, and whether it has not been privately contrived away by unworthy favourites and juggling parasites whose tottering fortunes have been repaired and supported at the public charge. Now if it be so, judge what greater guilt can be than to offer to pry into these and to unriddle the mysterious wiles of a powerful cabal; let all people judge what can be of more dangerous import than to suspect the so long safe proceedings of some of our grandees, and whether people may with safety open their eyes in so nice a concern.

Another main article of our guilt is our open and manifest aversion of all, not only the foreign but the protected and darling Indians. This, we are informed, is rebellion of a deep dye for that both the governor and council are by Colonel Cole's assertion bound to defend the queen and the Appamatocks with their blood. Now, whereas we do declare and can prove that they have been for these many years enemies to the king and country, robbers and thieves and invaders of his Majesty's right and our interest and estates, but yet have by persons in authority been defended and protected even against his Majesty's loyal subjects, and that in so high a nature that even the complaints and oaths of his Majesty's most loyal subjects in a lawful manner proffered by them against those barbarous outlaws, have been by the right honourable governor rejected and the delinquents from his presence dismissed, not only with pardon and indemnity, but with all encouragement and favour; their firearms so destructful to us and by our laws prohibited, commanded to be restored them, and open declaration before witness made that they must have ammunition, although directly contrary to our law. Now what greater guilt can be than to oppose and endeavour the destruction of these honest, quiet neighbors of ours?

The Declaration of the People

For having upon specious pretences of public works, raised unjust taxes upon the commonalty for the advancement of private favourites and other sinister ends, but no visible effects in any measure adequate.

For not having during the long time of his government in any measure advanced his hopeful colony, either by fortification, towns or trade.

For having abused and rendered contemptible the majesty of justice, of advancing to places of judicature scandalous and ignorant favourites.

For having wronged his Majesty's prerogative and interest by assuming the monopoly of the beaver trade.

By having in that unjust gain bartered and sold his Majesty's country and the lives of his loyal subjects to the barbarous heathen.

For having protected, favoured and emboldened the Indians against his Majesty's most loyal subjects, never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, murders, and robberies committed upon us.

For having, when the army of the English was just upon the track of the Indians, which now in all places burn, spoil, and murder, and when we might with ease have destroyed them who then were in open hostility, for having expressly countermanded and sent back our army by passing his word for the peaceable demeanour of the said Indians, who immediately prosecuted their evil intentions, committing horrid murders and robberies in all places, being protected by the said engagement and word passed of him, the said Sir William Berkeley, having ruined and made desolate a great part of his Majesty's country, have now drawn themselves into such obscure and remote places and are by their successes so emboldened and confirmed, and by their confederacy so strengthened that the cries of blood are in all places, and the terror and consternation of the people so great, that they are now become not only a difficult, but a very formidable enemy who might with ease have been destroyed, etc. When upon the loud outcries of blood, the Assembly had with all care raised and framed an army for the prevention of future mischiefs and safeguard of his Majesty's colony.

For having with only the privacy of some few favourites, without acquainting the people, only by the alteration of a figure, forged a commission by we know not what hand, not only without but against the consent of the people, for raising and effecting of civil wars and distractions, which being happily and without bloodshed prevented.

For having the second time attempted the same thereby calling down our forces from the defence of the frontiers, and most weak exposed places, for the prevention of civil mischief and ruin amongst ourselves, whilst the barbarous enemy in all places did invade, murder, and spoil us, his Majesty's most faithful subjects.

Of these, the aforesaid articles, we accuse Sir William Berkeley, as guilty of each and every one of the same, and as one who has traitorously attempted, violated and injured his Majesty's interest here, by the loss of a great part of his colony, and many of his faithful and loyal subjects by him betrayed, and in a barbarous and shameful manner exposed to the incursions and murders of the heathen.

And we further declare these, the ensuing persons in this list, to have been his wicked, and pernicious counsellors, aiders and assisters against the commonalty in these our cruel commotions:

Sir Henry Chicherly, Knt.
Col. Charles Wormley
Phil. Dalowell
Robert Beverly
Robert Lee
Thos. Ballard
William Cole
Richard Whitacre
Nicholas Spencer
Mathew Kemp

Jos. Bridger
Wm. Clabourne
Thos. Hawkins, Jr.
William Sherwood
Jos. Page, Clerk
Jo. Cliffe, Clerk
Hubberd Farrell
John West
Thos. Reade

And we do further demand, that the said Sir William Berkeley, with all the persons in this list, be forthwith delivered up, or surrender themselves, within four days after the notice hereof, or otherwise we declare as followeth: that in whatsoever house, place, or ship any of the said persons shall reside, be hid, or protected, we do declare that the owners, masters, or inhabitants of the said places, to be confederates and traitors to the people, and the estates of them, as also of all the aforesaid persons, to be confiscated. This we, the commons of Virginia, do declare desiring a prime union amongst ourselves, that we may jointly, and with one accord defend ourselves against the common enemy. And let not the faults of the guilty be the reproach of the innocent, or the faults or crimes of the oppressors divide and separate us, who have suffered by their oppressions.

These are therefore in his Majesty's name, to command you forthwith to seize the persons above mentioned as traitors to the king and country, and them to bring to Middle Plantation, and there to secure them, till further order, and in case of opposition, if you want any other assistance, you are forthwith to demand it in the name of the people of all the counties of Virginia.

[signed]

NATH BACON, Gen'l.
By the Consent of the People.

Warren Billings, ed., *The Old Dominion in the Seventeenth Century: A Documentary History of Virginia, 1601–1689* (Chapel Hill: University of North Carolina Press, 1975) pp. 277–279.

Lesson 4

Settling in New England

OVERVIEW

Settlement along the Chesapeake and further south set in motion a process of development which ultimately affected all Americans. Likewise, British settlements to the north, although quite different, had profound and lasting effects on the shaping of America.

In New England, religious zealots took the initiative in trying to establish what they envisioned would be “a city upon a hill.” From Plymouth to Boston and beyond, Pilgrims and Puritans sought to create communities that conformed to their religious views. As with others, their visions had to be tempered by the realities of life. Dissenters appeared almost immediately, and, although the early malcontents might be banished to the hinterlands, rigid religious authority seemed to erode after the first generation of settlement. Indians in the region, who were initially cooperative, undertook a devastating war against the expanding Puritan communities in the mid-1670s. Finally, the excessive actions taken in Salem, Massachusetts, in 1692 to the perceived threat of witchcraft ultimately weakened Puritan control even more. Still, the Puritans’ vision of America as a special place of opportunity and their emphasis on community would eventually reach far beyond their New England roots.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 3, “The Northern Colonies in the Seventeenth Century,” pp. 70–103.

Video: “Settling in New England” from the series *Shaping America*.

Documents:
“King Philip Considers Christianity,” pp. 80–81 in the textbook.

LEARNING OBJECTIVES

This lesson explains the significance of British settlement in the New England area in the seventeenth century. Upon completing this lesson, you should be able to:

1. Explain the background, founding, and early development of the Plymouth and Massachusetts Bay colonies.
2. Explain the conditions in Puritan Massachusetts that spawned dissenters such as Roger Williams and Anne Hutchinson and how the Puritan communities dealt with dissent.

3. Analyze the relations between the Puritan communities and American Indians and how that relationship compares to the relationships between Indians and other European colonizers at that time.
4. Explain what happened during the Salem witchcraft episode in 1692.
5. Assess the lasting effects of Puritanism on American society.
6. Analyze the economic, social, political, and religious development of the New England colonies in the seventeenth century and how that helped shape America.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the resources selected for this lesson. For reference purposes, the titles of the video segments are: (1) Introduction, (2) "Pilgrims," (3) "The Puritan Dilemma," (4) "Encountering the Wilderness," (5) Short-take: "The Pueblo Revolt," (6) "Witch Hunt," and (7) Summary Analysis: "The Puritan Influence."

1. Who were the Pilgrims and the Puritans? Where did they come from? Why did they end up in the area that became Massachusetts? (textbook, pp. 71–76; video segment 2)
2. How and why did the Indians in the region initially cooperate with the Pilgrims? (textbook, pp. 75–76; video segments 1, 2)
3. Why did the Pilgrim story at Plymouth become so mythological in America? (video segment 2)
4. What was unique about the charter authorizing the founding of Massachusetts Bay Colony? How did that charter affect the operations of that colony? (textbook, pp. 76, 83–84)
5. What was John Winthrop's vision for Massachusetts Bay Colony? How did that vision and Puritan beliefs regarding family, church, and community shape seventeenth century New England? (textbook, pp. 76–84; video segment 3)
6. Examine Map 3.1 on page 77 of the text. Identify the New England colonies founded in the seventeenth century. What major towns were established? Why were towns so important in New England? (textbook, pp. 77, 79, 82–83)
7. Generally, how were the New England colonies governed? How was land distributed? (textbook, pp. 83–84)
8. How did the Puritans deal with dissent? Why were Roger Williams and Anne Hutchinson considered threats to the community? (textbook, pp. 71–72, 84–85; video segment 3)

9. How did Puritans react to the American wilderness? What fundamental question was brought forward when Puritan settlers were taken captive by Indians? (video segment 4)
10. Read the excerpt from *Indian Dialogues* in the text. How does this passage reveal cultural differences between the people living in New England in the seventeenth century? (textbook, pp. 80–81)
11. Why did King Philip's war take place in the 1670s? (textbook, pp. 95–97; video segment 4)
12. How is the Pueblo Revolt near Santa Fe similar to King Philip's war? (video segment 5)
13. What explains the witch-hunt in Salem and the surrounding communities in 1692? What were the consequences? (textbook, pp. 90–92; video segment 6)
14. Generally, what changes came about in the economy, politics, and society of the New England communities from the 1640s to 1700? (textbook, pp. 85–88, 95–99)
15. To what extent is the Puritan influence still found in the United States? (video segment 7)

HISTORICAL EXPERTS INTERVIEWED

James Baker, Web Master and Senior Historian, Plimoth Plantation, Plymouth, MA

Jon Butler, Coe Professor of History, Yale University, New Haven, CT

Colin Calloway, Professor of History, Dartmouth College, Hanover, NH

John Demos, Samuel Knight Professor of History, Yale University, New Haven, CT

Curtis Thomas, Professor of History, Richland College, Dallas, TX

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. Sixteenth-century English Puritanism _____.
 - A. was a well-organized, centrally administered religious reform movement
 - B. took few ideas from Martin Luther and John Calvin
 - C. was a set of broadly interpreted ideas and religious principles held by those seeking to purify the Church of England
 - D. interpreted Protestantism as a call for increased influence of the clergy in the lives of average parishioners

2. In the video, historian Jim Baker observes that American Indians in the area of Plymouth colony signed a treaty of friendship with the Pilgrims because they _____.
 - A. realized the military superiority of the Pilgrims
 - B. sought allies against neighboring Indian tribes
 - C. wanted to acquire agricultural products from the Pilgrims
 - D. all of the above
3. Anne Hutchinson's emphasis on the "covenant of grace" stirred religious controversy in early Massachusetts because _____.
 - A. she said only her followers would achieve salvation
 - B. it was feared she was disrupting the good order in the colony
 - C. she encouraged other women to take an active part in religious governance
 - D. she said the Puritan leaders should be excommunicated
4. Metacomet (King Philip) led a war against New England settlers in the 1670s because _____.
 - A. trade was declining between the settlers and Indians
 - B. Puritan missionaries had become too aggressive
 - C. settlers continued to encroach upon Indian lands
 - D. he needed to divert attention away from internal problems
5. By the 1680s New England's population had grown large and somewhat religiously splintered to the point that _____.
 - A. most people who had formerly considered themselves Puritans were now called Calvinists
 - B. some towns did not have enough churches to accommodate all congregants
 - C. heated debates between factions were common
 - D. Puritan leaders repealed all statutes making church attendance compulsory
6. In seventeenth-century New England, accusing someone of witchcraft often became a useful way to _____.
 - A. perform the valuable public service of ridding the community of pesky witches
 - B. cast oneself as a victim and blame one's misfortune on evil forces beyond the control of mere mortals
 - C. demonstrate important leadership and administrative abilities
 - D. prosper economically, as convicted witches forfeited all their worldly possessions to those identifying them as devilish menaces to New England
7. In the video, Professor Curtis Thomas observes that the Puritan influence on Americans can still be seen in their tendency to assume _____.
 - A. religion controls their lives
 - B. people are basically evil
 - C. economic forces determine how communities organize
 - D. government will provide for them

8. The seventeenth-century New England economy mainly consisted of _____.
 A. diversified agriculture producing staples for the world market
 B. subsistence farming mixed with fishing and timber harvesting for markets in Europe and the West Indies
 C. reexporting commodities shipped from England
 D. little more than subsistence farming with some produce for the local market

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

9. How and why were the northern colonies different from the southern colonies in the seventeenth century?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

10. Describe the Puritan “city on a hill” envisioned by John Winthrop. Analyze the ways in which the Puritans attempted to realize this vision in the New England colonies. What tensions and conflicts did this bring about? To what extent did Puritan influences shape America? How is this reflected today?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	C..... LO 1.....	FP 1	pp. 71–76; video segment 2
2.	B..... LO 1.....	FP 2	pp. 75–76; video segment 2
3.	B..... LO 2.....	FP 8	pp. 71–72, 84–85; video segment 3
4.	C..... LO 3.....	FP 11	pp. 95–97; video segment 4
5.	C..... LO 4.....	FP 13	pp. 90–92; video segment 6
6.	B..... LO 4.....	FP 13	pp. 90–92; video segment 6
7.	B..... LO 5.....	FP 15	video segment 7
8.	B..... LO 6.....	FP 14	pp. 85–85, 95–99
9.	 LO 6.....	FP 4, 6, 7, 14	pp. 76–77, 79, 82–88, 95–99
	- Consider the geography of each region and its effects on people and the economy. - What role did religion and community play in each area?		

10. LO 1, 5, 6.....FP 4–11, 13–15 pp. 71–72, 76–88, 90–92, 95–97;
..... video segments 3, 4, 6, 7
- What ideals were expressed by Winthrop?
 - What role did community play in upholding the vision?
 - How were settlements organized and governed?
 - Why did dissent occur and how did they deal with it?
 - What explains the Salem witchcraft episode?
 - How do we see Puritan influences in our society?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. The “Protestant work ethic” is often associated with the New England colonies. In a thoughtful essay, examine what this work ethic means, how it is passed on in America, and to what extent it exists in America today. Also, consider how and why different work ethics may have developed in different cultures and generations.
2. Examine maps illustrating the planned communities of New England. In an essay with specific examples, describe how and why the towns were laid out like they were. To what extent do the current communities reflect the original plan?
3. Assume the role of an Anglo captive, a Wampanoag Indian, or a praying Indian during King Philip’s war. Describe your situation, what choices you have, and what course of action you plan to take. What is your objective and how will you accomplish it?
4. Should Anne Hutchinson have been banned from Massachusetts? In a well-reasoned essay, defend your position.
5. In a thoughtful essay, compare and contrast the Salem witch-hunt to the McCarthy hearings in the 1950s. What are the lessons of each episode? Are there similar attempts to impose conformity on our communities today? Why or why not?
6. Read *The Crucible* or *The Scarlet Letter* and then write and submit a critical analysis of the work to your instructor.

SUGGESTED READINGS

See the “Bibliography” on pages 101–103 of the textbook if you wish to examine other books related to the material presented in this lesson.

Lesson 5

Diversifying British America

OVERVIEW

As you have learned, British settlers in the British mainland colonies in the Chesapeake and Carolina areas tried to transplant much of what was British society into a new environment. In New England, most colonists were British in their cultural backgrounds, even though many of them were religious dissenters.

The ethnic diversity in British America, however, was more obvious in the middle colonies: New York, New Jersey, Pennsylvania, and Delaware. When the British took over the Dutch outpost of New Amsterdam in 1664, they inherited a cosmopolitan settlement whose attachment to commerce was already evident. During the next century, New York's growth accentuated the city's commercial and ethnic diversity. In the process, New Yorkers faced the challenge of maintaining an ethnic identity while assimilating into a developing "American" culture.

New Jersey's location between New York and Pennsylvania made it a place that shared in the rich cultural mix becoming evident in the region. The presence of ethnic diversity points to the increasing diversity of religion in colonial America. As people of different traditions lived and worked together in relatively close proximity, their toleration of religious differences emerged.

In keeping with the desire of founder William Penn, toleration was a hallmark of Pennsylvania's colonial development. As Philadelphia grew, so did opportunities for a variety of residents, including the well-known Benjamin Franklin as well as thousands of merchants and artisans. Meanwhile, the Pennsylvania frontier, like those in other colonies, experienced the contact of rapidly expanding non-Indian farmers with the indigenous peoples. It is on the Pennsylvania frontier that the remarkable work of go-betweens like the German immigrant Conrad Weiser and his Indian friend Shikellamy is particularly notable. By the time of their deaths in the mid-eighteenth century, an emerging American identity was emerging from the diversity common in colonial America.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 3, "The Northern Colonies in the Seventeenth Century," pp. 88–89, 92–100 and Chapter 4, "Colonial America in the Eighteenth Century," pp. 104–118.

Video: "Diversifying British America" from the series *Shaping America*.

Documents:
"Father Abraham's Speech" found at the end of this lesson.

LEARNING OBJECTIVES

This lesson explains how and why diversity became a characteristic of the middle colonies and how that diversity helped shaped America. Upon completing this lesson, you should be able to:

1. Describe the characteristics of the middle colonies and how they differed from the southern and New England colonies.
2. Explain how and why the middle colonies became so ethnically, religiously, and economically diverse.
3. Evaluate the economic and political relationships between the colonies and England at the end of the seventeenth century.
4. Explain how the British colonies in America differed from the Spanish colonies in New Spain at the end of the seventeenth century.
5. Analyze the changes taking place in the middle colonies and New England colonies in the first half of the eighteenth century.
6. Explain why the middle colonies became “the best poor [white] man’s country.”
7. Analyze both the short- and long-term effects of the ethnic and religious diversity found in colonial American society.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) “New Amsterdam,” (3) “New York,” (4) “New Jersey,” (5) “Pennsylvania,” and (6) Summary Analysis: “I Am Not as You Are...”

1. Examine Map 3.2 on page 88 of the textbook. Which colonies are identified as “middle”? How would the geographical features of these colonies affect their development? (textbook, p. 88)
2. Why did the Dutch found a colony at New Amsterdam? (textbook, pp. 88–89, 92; video segment 2)
3. How did Peter Stuyvesant affect the development of New Amsterdam? Why did the Dutch surrender to the British in 1664? (textbook, p. 92; video segment 2)
4. Why did New Amsterdam/New York attract a diverse group of people? (textbook, p. 92; video segments 2 and 3)
5. What was the importance of the trial of John Peter Zenger? (video segment 3)

6. How did New Yorkers maintain a sense of ethnic identity? How and why were they assimilating with people of other groups? (video segment 3)
 7. How and why did religion in the middle colonies become markedly different from religion in Europe and the other colonies? (textbook, pp. 92–93; video segment 4)
 8. How did William Penn and the Quakers contribute to the diversity and toleration in Pennsylvania in the late seventeenth century? (textbook, pp. 92–95)
 9. Examine Map 3.3 in the textbook. Answer the questions below the map. (textbook, p. 96)
 10. How and why did the British government tighten its regulation of colonial trade and control over colonial governments in the late seventeenth century? What effects did this have in the colonies? (textbook, pp. 95–100)
 11. By 1700, how and why were the British colonies in North America different from those established by Spain? (textbook, pp. 99–100)
 12. How do the lives of Benjamin Franklin and Mary Smith illustrate the opportunities available in Philadelphia in the mid-eighteenth century? (textbook, pp. 105–106, 117; video segment 5)
 13. Why did the population grow so rapidly in the eighteenth century colonies? Why did the majority of free colonists, especially those in the middle colonies, have a better standard of living than the majority of people elsewhere in the Atlantic world? (textbook, pp. 107–108)
 14. Examine Map 4.1 on page 107 of the textbook. What does that map tell you about the ethnic diversity in colonial America in the eighteenth century? (textbook, p. 107)
 15. Why did Yankee traders replace Puritan settlers as the dominant group in the New England colonies by the mid-eighteenth century? (textbook, pp. 108–112)
 16. Examine Map 4.2 in the textbook. Answer the questions below the map. (textbook, p. 110)
 17. Who were the “Pennsylvania Dutch”? Who were the Scots-Irish? How did they shape the social and economic development of the middle colonies? (textbook, pp. 112–113)
 18. Why did Pennsylvania become the “best poor [white] man’s country”? (textbook, pp. 113–118)
 19. What advice did “Father Abraham” give in *Poor Richard’s Almanac*? (document)
 20. Who was Conrad Weiser? Who was Shikellamy? Why were their roles on the frontier important in early and mid-eighteenth century? (video segment 5)
 21. Why was there a growing sense of identity among Indians and among European colonists by the end of the colonial period? (video segment 6)
 22. What are the long-term consequences of the diversity found in colonial America? (video segment 6)
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HISTORICAL EXPERTS INTERVIEWED

Jon Butler, Coe Professor of History, Yale University, New Haven, CT

Michael P. Johnson, Professor of History, Johns Hopkins University, Baltimore, MD

James Merrell, Professor of History, Vassar College, Poughkeepsie, NY

Mike Wallace, Co-author of *Gotham*, John Jay College, New York City, NY

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. The colony of New Netherland was marked by a _____.
 - A. small, remarkably diverse population
 - B. small, remarkably homogeneous population
 - C. large population consisting almost exclusively of people from France and Spain
 - D. large, remarkably diverse population
2. The trial of journalist John Peter Zenger was significant because the verdict _____.
 - A. found the defendant guilty
 - B. became a foundation stone for freedom of the press
 - C. established freedom of religion for Jews in America
 - D. set a precedent for requiring a jury of peers
3. The Quaker maxim, "In souls there is no sex," helps explain _____.
 - A. the degree to which Quakers allowed women to assume positions of religious leadership in the seventeenth century
 - B. the Quaker belief that men and women would be saved in equal numbers
 - C. the fact that Quakers generally frowned upon the customary gender structure of their own day and time
 - D. why Quaker women held many important political offices in seventeenth-century Pennsylvania
4. By the end of the seventeenth century, colonial commerce was characterized by _____.
 - A. increasing independence from its former ties with the British Empire
 - B. stagnation because the colonies were forbidden by England from importing anything but English-made goods
 - C. strong ties to England due to royal supervision of merchants, shippers, imports, and exports, and the protection of the British navy
 - D. a status of equality with England as the colonies and the mother country cooperated and made joint decisions on trade matters

5. The most important change in eighteenth century colonial America was _____.
 - A. a phenomenal population growth
 - B. an increase in the British population due to famine in England
 - C. more land development
 - D. a decrease in the Indian population
6. An early Pennsylvania policy that encouraged settlement was _____.
 - A. giving away land to adult white males
 - B. paying settlers to farm Indian lands
 - C. a very low property tax
 - D. negotiating with Indian tribes to purchase land, which reduced frontier clashes
7. One result of the multiplicity of religions in colonial America was the _____.
 - A. persecution of the Jews
 - B. tightening of the affiliation with colonial governments
 - C. marked improvement in relations with American Indians
 - D. growing sense of toleration for different faiths

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

8. Explain how and why New York became a diverse community in the colonial period. How was this diversity reflected? How was ethnic identity maintained?
9. Why did Pennsylvania become “the best poor [white] man’s country” in colonial America?
10. Describe the role of go-betweens on the frontier. How did they help maintain some degree of stability?
11. By 1700, how and why were the British colonies in North America different from those established by Spain?

Essay Question: Your answer should be several paragraphs long and express a clear understanding of the points indicated.

12. How and why did the middle colonies become more diverse than the southern and New England colonies? What are the short- and long-term economic, social, and political consequences of this diversity?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	A LO 2.....	FP 4.....	p. 92; video segments 2, 3
2.	B..... LO 5.....	FP 5.....	video segment 3
3.	A LO 2.....	FP 8.....	pp. 92–95
4.	C..... LO 3.....	FP 10.....	pp. 95–100
5.	A LO 5.....	FP 13.....	pp. 107–108
6.	D LO 6.....	FP 18.....	pp. 113–118
7.	D LO 7.....	FP 8, 22.....	pp. 92–95; video segment 6
8.	 LO 2, 5, 7.....	FP 4, 6, 7.....	pp. 92–93; video segments 2, 3, 4
	• What effect did the Dutch origins of the colony have? • Why did commerce attract diverse peoples? What ethnic groups and religions were reflected? • What roles did religion and neighborhood settlement play in identity?		
9.	 LO 1, 2, 6.....	FP 18.....	pp. 113–118
	• What geographic advantages did Pennsylvania have? • How did the attitude of its founders encourage opportunity? What types of people settled there? • How did it blend agriculture with commerce?		
10.	 LO 5, 7.....	FP 20.....	video segment 5
	• What types of problems did these people deal with? • What skills did they have that helped resolve conflicts? • How were they able to establish respect and understanding?		
11.	 LO 4.....	FP 11.....	pp. 99–100
	• What role did geography play? • How were the people different? How were their relations with Indian peoples different? • How was the economy different? Religion? Politics?		
12.	 LO 1, 2, 6, 7.....	FP 4, 6–8, 12–14, 17–18, 20.....	pp. 92–95, 105–108, 112–118;
	• What role did geography play? • Who founded these colonies? How tolerant were the founders and early settlers? • What types of people settled there? What religions and talents did they bring? • How did these colonies blend agriculture and commerce? • How did diversity contribute toward further toleration and freedom? • How did diversity help shape an American identity?		
	 video segments 2, 3, 4, 5		

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. Imagine yourself to be an immigrant from Europe to the British mainland colonies in 1730. Where would you want to live? Explain your choice in a well-developed essay.
2. Immigration is a consistent theme in American history. Based on what you have learned in this lesson, compose an essay in which you examine the issues of ethnic identity and assimilation. Do we see a melting pot beginning in colonial America? Do we see a “salad bowl,” in which the cultural identities are distinct? To what extent did the immigrant groups have to conform to Anglo dominance?
3. If the ethnic group and/or religious community with which you identify was present in colonial America, find out where they were located and how they were faring at that time. Submit your findings in a well-developed essay.
4. The middle colonies were referred to as “the best poor [white] man’s country.” Research how different societies dealt with their poor populations during the colonial period. Then write an essay in which you describe your findings.
5. Diversity initiated in the colonial period can still be found in New York and in the Pennsylvania Dutch country. After doing research on this topic, submit an essay describing how these areas still reflect their colonial roots.
6. *Poor Richard’s Almanac* became a popular guide to many Americans. Why did that happen? After reviewing a copy of it and considering the function of almanacs in general, write an essay in which you explain the popularity and purpose of almanacs. Which ones are currently popular? Why?

SUGGESTED READINGS

See the “Bibliography” on pages 101–103 and 137–139 of the textbook if you wish to examine other books related to the material presented in this lesson.

DOCUMENTS

Benjamin Franklin, the son of a candle maker in Boston, moved to Philadelphia and became a successful printer and colonial leader. In his *Poor Richard's Almanac*, he not only informed Americans but also tried to school them in basic virtues. One such attempt was "Father Abraham's Speech."

As you read this document, focus on answering the following questions:

1. What temptations, most likely, lead one astray according to Father Abraham?
2. How did the people respond to Father Abraham's admonitions?

"Father Abraham's Speech from *Poor Richard's Almanac*, 1757" by Benjamin Franklin

Courteous Reader,

I have heard that nothing gives an Author so great Pleasure, as to find his Works respectfully quoted by other learned Authors. This Pleasure I have seldom enjoyed. . . . I concluded at length, that the People were the best judges of my Merit; for they buy my Works; and besides, in my Rambles, where I am not personally known, I have frequently heard one or other of my Adages repeated, with, as Poor Richard says, at the End on't; this gave me some Satisfaction, as it showed not only that my Instructions were regarded, but discovered likewise some Respect for my Authority; and I own, that to encourage the Practice of remembering and repeating those wise Sentences, I have sometimes quoted myself with great Gravity.

Judge then how much I must have been gratified by an Incident I am going to relate to you. I stopt my Horse lately where a great Number of People were collected at a Vendue of Merchant Goods. The Hour of Sale not being come, they were conversing on the Badness of the Times, and one of the Company call'd to a plain clean old Man, with white Locks, Pray, Father Abraham, what think you of the Times? Won't these heavy Taxes quite ruin the Country? How shall we be ever able to pay them? What would you advise us to? — Father Abraham stood up, and reply'd, If you'd have my Advice, I'll give it you in short, for a Word to the Wise is enough, and many Words won't fill a Bushel, as Poor Richard says. They join'd in desiring him to speak his Mind, and gathering round him, he proceeded as follows;

"Friends," says he, "and Neighbours, the Taxes are indeed very heavy, and if those laid on by the Government were the only Ones we had to pay, we might more easily discharge them; but we have many others, and much more grievous to some of us. We are taxed twice as much by our Idleness, three times as much by our Pride, and four times as much by our Folly, and from these Taxes the Commissioners cannot ease or deliver us by allowing an Abatement. However let us hearken to good Advice, and something may be done for us; God helps them that help themselves, as Poor Richard says.

It would be thought a hard Government that should tax its People one tenth Part of their Time, to be employed in its Service. But Idleness taxes many of us much more, if we reckon all that is spent in absolute Sloth, or doing of nothing, with that which is spent in idle Employments or Amusements, that amount to nothing. Sloth, by bringing on Diseases, absolutely shortens Life. Sloth, like Rust, consumes faster than Labour wears, while the used Key is always bright, as Poor

Richard says. — How much more than is necessary do we spend in Sleep! forgetting that The sleeping Fox catches no Poultry, and that there will be sleeping enough in the Grave, as Poor Richard says. If Time be of all Things the most precious, wasting Time must be, as Poor Richard says, the greatest Prodigality, since, as he elsewhere tells us, Lost Time is never found again. Let us then up and be doing, and doing to the Purpose; so by Diligence shall we do more with less Perplexity. Sloth makes all Things difficult, but Industry all easy, as Poor Richard says; and He that riseth late, must trot all Day, and shall scarce overtake his Business at Night. While Laziness travels so slowly, that Poverty soon overtakes him, as we read in Poor Richard, who adds, Drive thy Business, let not that drive thee; and Early to Bed, and early to rise, makes a Man healthy, wealthy and wise.

So what signifies wishing and hoping for better Times. We may make these Times better if we bestir ourselves. Industry need not wish, as Poor Richard says, and He that lives upon Hope will die fasting. There are no Gains, without Pains. . . . And, as Poor Richard likewise observes, He that hath a Trade hath an Estate, and He that hath a Calling hath an Office of Profit and Honour; but then the Trade must be worked at, and the Calling well followed, or neither the Estate, nor the Office, will enable us to pay our Taxes. —If we are industrious we shall never starve; for, as Poor Richard says, At the working Man's House Hunger looks in, but dares not enter. Nor will the Bailiff or the Constable enter, for Industry pays Debts, while Despair encreaseth them, says Poor Richard. —What though you have found no Treasure, nor has any rich Relation left you a Legacy, Diligence is the Mother of Good-luck, as Poor Richard says, and God gives all Things to Industry. Then plough deep, while Sluggards sleep, and you shall have Corn to sell and to keep, says Poor Dick. Work while it is called To-day, for you know not how much you may be hindered To-morrow which makes Poor Richard say, One Today is worth two Tomorrows; and farther, Have you somewhat to do To-morrow, do it To-day. If you were a Servant, would you not be ashamed that a good Master should catch you idle? Are you then your own Master, be ashamed to catch yourself idle, as Poor Dick says.

Methinks I hear some of you say, Must a Man afford himself no Leisure? I will tell thee, my Friend, what Poor Richard says, Employ thy Time well if thou meanest to gain Leisure; and, since thou art not sure of a Minute, throw not away an Hour. Leisure is Time for doing something useful; this Leisure the diligent Man will obtain, but the lazy Man never. . . . Do you imagine that Sloth will afford you more Comfort than Labour? No, for as Poor Richard says, Trouble springs from Idleness, and grievous Toil from needless Ease. . . . Whereas Industry gives Comfort, and Plenty, and Respect: . . . The diligent Spinner has a large Shift and now [that] I have a Sheep and a Cow, every Body bids me Good morrow.

But with our Industry, we must likewise be steady, settled and careful, and oversee our own Affairs with our own Eyes, and not trust too much to others; for, as Poor Richard says,

*I never saw an oft removed Tree,
Nor yet an oft removed Family,
That throve so well as those that settled be.*

And again, Three Removes is as bad as a Fire; and again, Keep thy Shop, and thy Shop will keep thee; and again, If you would have your Business done, go; If not, send. . . . And again, The Eye of a Master will do more Work than both his Hands; and again, Want of Care does us more Damage than Want of Knowledge; and again, Not to oversee Workmen, is to leave them your Purse open. Trusting too much to others Care is the Ruin of many; for, as the Almanack

says, In the Affairs of this World, men are saved, not by Faith, but by the Want of it. . . . And farther, If you would have a faithful Servant, and one that you like, serve yourself.

So much for Industry, my Friends, and Attention to one's own Business; but to these we must add Frugality, if we would make our Industry more certainly successful. A Man may, if he knows not how to save as he gets, keep his Nose all his Life to the Grindstone, and die not worth a Groat at last. A fat Kitchen makes a lean Will, as Poor Richard says; and,

*Many Estates are spent in the Getting,
Since Women for Tea forsook Spinning and Knitting,
And Men for Punch forsook Hewing and Splitting.*

If you would be wealthy, says he, in another Almanack, think of Saving as well as of Getting: The Indies have not made Spain rich, because her Outgoes are greater than her Incomes. Away then with your expensive Follies, and you will not have so much Cause to complain of hard Times, heavy Taxes, and chargeable Families. . . . And farther, What maintains one Vice, would bring up two Children. You may think perhaps, That a little Tea, or a little Punch now and then, Diet a little more costly, Clothes a little finer, and a little Entertainment now and then, can be no great Matter; but remember what Poor Richard says, Many a Little makes a Nickle; and farther, Beware of little Expences; a small Leak will sink a great Ship; and again, Fools make Feasts, and wise Men eat them.

Here you are all got together at this Vendue of Fineries and Knickknacks. You call them Goods, but if you do not take Care, they will prove Evils to some of you. You expect they will be sold cheap, and perhaps they may for less than they cost; but if you have no Occasion for them, they must be dear to you. Remember what Poor Richard says, Buy what thou hast no Need of, and ere long thou shalt sell thy Necessaries. . . . He means, that perhaps the Cheapness is apparent only, and not real; or the Bargain by straitning thee in thy Business, may do thee more Harm than Good. . . . Many a one, for the Sake of Finery on the Back, have gone with a hungry Belly, and half starved their Families; Silks and Sattins, Scarlet and Velvets, as Poor Richard says, put out the Kitchen Fire. These are not the Necessaries of Life; they can scarcely be called the Conveniencies, and yet only because they look pretty, how many want to have them. The artificial Wants of Mankind thus become more numerous than the natural. By these, and other Extravagancies, the Genteel are reduced to Poverty, and forced to borrow of those whom they formerly despised, but who through Industry and Frugality have maintained their Standing; in which Case it appears plainly, that a Ploughman on his Legs is higher than a Gentleman on his Knees, as Poor Richard says, If you would know the Value of money, go and try to borrow some; for, he that goes a borrowing goes a sorrowing; and indeed so does he that lends to such People, when he goes to get it in again. Poor Dick farther advises, and says, Fond Pride of Dress, is sure a very Curse. When you have bought one fine Thing you must buy ten more, that your Appearance may be all of a Piece; but Poor Dick says, 'Tis easier to suppress the first Desire, than to satisfy all that follow it. And 'tis as truly Folly for the Poor to ape the Rich, as for the Frog to swell, in order to equal the Ox.

*Great Estates may venture more,
But little Boats should keep near Shore.*

'Tis however a Folly soon punished; for . . . Pride breakfasted with Plenty, dined with Poverty and supped with Infamy. And after all, of what Use is this Pride of Appearance, for

which so much is risked, so much is suffered? It cannot promote Health, or ease Pain; it makes no Increase of Merit in the Person, it creates Envy, it hastens Misfortune. . . . But what Madness must it be to run in Debt for these Superfluities! We are offered, by the Terms of this Vendue, Six Months Credit; and that perhaps has induced some of us to attend it, because we cannot spare the ready Money, and hope now to be fine without it. But, ah, think what you do when you run in Debt; You give to another Power over your Liberty. If you cannot pay at the Time, you will be ashamed to see your Creditor; you will be in Fear when you speak to him; you will make poor pitiful sneaking Excuses, and by Degrees come to lose your Veracity, and sink into base downright lying; for, as Poor Richard says. . . Lying rides upon Debt's Back. Whereas a freeborn Englishman ought not to be ashamed or afraid to see or speak to any Man living. But Poverty often deprives a Man of all Spirit and Virtue: 'Tis hard for an empty Bag to stand upright, as Poor Richard truly says. What would you think of that Prince, or that Government, who should issue an Edict forbidding you to dress like a Gentleman or a Gentlewoman, on Pain of Imprisonment or Servitude? Would you not say, that you are free, have a Right to dress as you please, and that such an Edict would be a Breach of your Privileges, and such a Government tyrannical? And yet you are about to put yourself under that Tyranny when you run in Debt for such Dress! Your Creditor has Authority at his Pleasure to deprive you of your Liberty, by confining you in Goal [sic] for Life, or to sell you for a Servant, if you should not be able to pay him! When you have got your Bargain, you may, perhaps, think little of Payment; but Creditors, Poor Richard tells us, have better Memories than Debtors. . . . The Borrower is a Slave to the Lender, and the Debtor to the Creditor, disdain the Chain, preserve your Freedom; and maintain your Independency: Be industrious and free; be frugal and free. At present, perhaps, you may think yourself in thriving Circumstances, and that you can bear a little Extravagance without Injury; but,

*For Age and Want, save while you may;
No Morning Sun lasts a whole Day. . . .*

This Doctrine, my Friends, is Reason and Wisdom; but after all, do not depend too much upon your own Industry, and Frugality, and Prudence, though excellent Things, for they may all be blasted without the Blessing of Heaven; and therefore ask that Blessing humbly, and be not uncharitable to those that at present seem to want it, but comfort and help them. Remember Job suffered, and was afterwards prosperous.

And now to conclude, remember this, They that won't be counselled, can't be helped, as Poor Richard says: And farther, That if you will not hear Reason, she'll surely rap your Knuckles.

Thus the old Gentleman ended his Harangue. The People heard it, and approved the Doctrine, and immediately practised the contrary, just as if it had been a common Sermon; for the Vendue opened, and they began to buy extravagantly, notwithstanding all his Cautions, and their own Fear of Taxes.

I am, as ever,
Thine to serve thee,
Richard Saunders.

July 7, 1757

Poor Richard's Almanac, in Benjamin Franklin's *Writings*, ed. J. A. Leo Lemay (New York: Library of America, 1987) pp. 1294–1303.

Lesson 6

A Distinctive Society

OVERVIEW

While many people living in the northern colonies in the first half of the eighteenth century experienced more diverse economic and social opportunities, those living in the southern colonies were increasingly affected by the institution of slavery. As you have learned, the foundation for this society had been laid in the seventeenth century, when the emergence of staple crops, a slave labor system, and a racial hierarchy became apparent in the Chesapeake and Carolina regions (See Lesson 3).

The continued development of the plantation system and improvement in the mortality rates of southern colonists heightened the demand for a permanent slave labor force. Coupled with the ready supply of Africans subject to possible enslavement, the Atlantic slave trade exploded in the early eighteenth century. Perhaps the most horrific aspect of this trade was the infamous Middle Passage from Africa to the Americas. Those Africans who survived were forced to cope with the cruelties of the slave labor system in America. Out of these conditions, an African American culture as well as a region characterized by a distinctive economic, political, and social structure emerged.

Even though southern and northern colonies had developed along different paths, America itself was becoming more distinctive. As you will notice in the textbook and assigned video for this lesson, you are encouraged to think about the unifying experiences of colonial America before moving on to examine the revolutionary era. Colonists still recognized themselves as British subjects, but they were also becoming “American” in many other ways. In your deliberations, consider how American identity and the themes of freedom and equality so often associated with America were taking shape by the 1750s.

LESSON ASSIGNMENTS

Text: Roark, et al., *The American Promise*, Chapter 4, “Colonial America in the Eighteenth Century,” pp. 118–140.

Video: “A Distinctive Society” from the series *Shaping America*.

Documents:
“Regulating Slavery” found on pp. 124–125 of the textbook.

LEARNING OBJECTIVES

This lesson explains how and why slavery began, distinguishes the southern colonies, and reveals how America itself was becoming a distinctive society by the 1750s. Upon completing this lesson, you should be able to:

1. Describe the African slave trade.
2. Explain the conditions of slave labor and the emergence of an African American culture.
3. Analyze the effects of the slave labor system on the economic, social, and political structure of the southern colonies.
4. Analyze the unifying experiences shared by the colonists throughout British North America.
5. Assess how the experiences and developments of the colonial period shaped American identity.

LESSON FOCUS POINTS

The following questions are designed to help you get the most benefit from the sources selected for this lesson. For reference purposes, the titles for the video segments are: (1) Introduction, (2) "Middle Passage," (3) "African American Culture," (4) Short-take: "Gullah," (5) "A Distinctive Society," and (6) Unit Close: "City on a Hill?"

1. What developments in the southern colonies in the late seventeenth century provided an economic rationale that contributed to a booming Atlantic slave trade in the early eighteenth century? (video segment 1)
2. Who were the Africans being sold into slavery? Why were they being sold? (textbook, pp. 118–119; video segment 2)
3. Examine Map 4.3 on p. 119 of the textbook. Why were the number of slave imports so much greater in the eighteenth century than before or after? Where in the Americas were most of the Africans being shipped? Why was this the case? (textbook, pp. 119–120)
4. Who is Olaudah Equiano? Why is he important? (textbook, pp. 120–121; video segment 2)
5. Why were conditions on the Middle Passage so horrible? How did the slaves cope with these conditions? What choices did they have? (textbook, pp. 120–122; video segment 2)
6. What characterized the slave labor system? How did the slaves cope? What choices did they have? (textbook, p. 123; video segment 3)
7. To what extent was an African American culture emerging in colonial America? What characterized this culture? (textbook, pp. 123, 126; video segment 3)

8. How did African cultures affect South Carolina? What is the Gullah culture? How is it reflected in America? (video segments 3, 4)
9. What happened during the Stono rebellion? How did white southerners react to it? (textbook, p. 123; video segment 3)
10. How were slaves regulated (see documents)? Why were special laws passed? (textbook, pp. 124–125)
11. How did the slave labor system affect the southern economy, politics, and social system? (textbook, pp. 126–127; video segment 5)
12. How did commerce and consumption unify the colonists? (textbook, pp. 127–131)
13. What was the Enlightenment and how did it affect colonial America? (textbook, pp. 132–133)
14. What factors explain the emergence of the “Great Awakening”? How did that awakening affect the colonial people? (textbook, pp. 131–134)
15. How did the colonies fit into the British Empire by 1760? What were the benefits to England and the colonists? To what extent did the colonists have a distinctive political system in place by 1760? (textbook, pp. 134–136)
16. How had an American identity emerged by 1760? How were minorities, including women and American Indians fitting into this identity? To what extent was freedom present in colonial America? (textbook, p. 136; video segment 6)

HISTORICAL EXPERTS INTERVIEWED

Ira Berlin, Professor of History, University of Maryland, College Park, MD

Nemata Blyden, Assistant Professor, University of Texas at Dallas, Richardson, TX

R. David Edmunds, Watson Professor of American History, University of Texas at Dallas,
Richardson, TX

Eric Foner, Professor of History, Columbia University, New York, NY

James Oliver Horton, Benjamin Banneker Professor of American Civilization and History, The
George Washington University, Washington, DC

Michael Johnson, Professor of History, Johns Hopkins University, Baltimore, MD

Linda K. Kerber, May Brodbeck Professor of Liberal Arts, University of Iowa, Iowa City, IA

Daniel Littlefield, Carolina Professor of History, University of South Carolina, Columbia, SC

PRACTICE TEST

The following items will help you evaluate your understanding of this lesson. Use the Answer Key at the end of the lesson to check your answers or to locate material related to each question.

Multiple choice: Choose the BEST answer.

1. In the video, Professor Dan Littlefield makes the point that Africans being sold in Africa were _____.
 - A. shipped out according to a specific order of preference
 - B. not always exactly what slave traders and buyers preferred
 - C. most often people with royal heritage
 - D. willing to leave Africa since conditions were so bad there
 2. The main reason why southern masters preferred black slaves over white indentured servants was that _____.
 - A. masters had to pay indentured servants a small sum each year
 - B. indentured servants would not work as many hours as slaves
 - C. indentured servants were surly and talked back
 - D. slaves served for life and could be beaten into submission
 3. The Stono rebellion proved that slaves _____.
 - A. were dangerous in large organized numbers
 - B. could not overturn slavery nor win in the fight for freedom
 - C. would continue to rebel until they received their freedom
 - D. could not organize themselves against the smart, armed masters
 4. While the eighteenth-century southern gentry privately looked down upon poor whites, they publicly acknowledged them as _____.
 - A. necessary to the growth of Southern economy
 - B. their equals, belonging to the superior white race
 - C. a contemptible group of lost souls
 - D. having the opportunity to become gentry someday
 5. The South was a distinctive society by 1750 due to its commitment to slavery and because _____.
 - A. religious diversity was more widespread there
 - B. most of the people lived in booming port cities
 - C. an emerging middle class dominated political life
 - D. the British considered it to be the most valuable part of North America
 6. A communication medium that brought the colonies closer together as it evolved was _____.
 - A. published newspapers
 - B. printed pamphlets
 - C. lending libraries
 - D. philosophical societies
-

7. During the eighteenth century, the colonists in America _____.
 - A. thought of themselves as both British subjects and colonists
 - B. were ready to break with England
 - C. became remarkably homogeneous given the number of immigrants
 - D. worked incessantly to make their society thoroughly colonial, rejecting as much of British culture and fashion as possible

Short Answer: Your answers should be one or two paragraphs long and specifically address the points indicated.

8. Describe the process known as “seasoning” in the African slave trade. Why did this process help make slaves more valuable to planters?
9. To what extent was an African American culture emerging in colonial America? How was this culture expressed?

Essay Questions: Your answers should be several paragraphs long and express a clear understanding of the points indicated.

10. How and why had the southern colonies become a distinctive society by 1760? What were the short- and long-term consequences of this distinctiveness?
11. Compare and contrast the northern, middle, and southern colonies by 1760. What experiences were unifying the colonies? How were the British colonies in North America different from Spain’s colonies?
12. How and why were the British colonists becoming “American” by 1760? What characterized this society?

ANSWER KEY

	Learning Answer Objectives	Focus Points	References
1.	B..... LO 1.....	FP 2.....	pp. 118–119; video segment 2
2.	D..... LO 2.....	FP 6.....	p. 123; video segment 3
3.	B..... LO 2.....	FP 9.....	p. 123; video segment 3
4.	B..... LO 3.....	FP 11.....	pp. 126–127; video segment 5
5.	D..... LO 3.....	FP 11.....	pp. 126–127; video segment 5
6.	A..... LO 4.....	FP 12.....	pp. 127–131
7.	A..... LO 5.....	FP 15.....	pp. 134–136

8. LO 1.....FP 5pp. 120–122; video segment 2
 - How was the physical condition of the slaves arriving from Africa restored?
 - What sort of cultural changes had to take place?
 - How would a healthier and more communicative slave population benefit planters?
9. LO 2.....FP 7–9 pp. 123, 126; video segments 3, 4
 - How important were kin networks to the slaves? How were they expressed?
 - How did names and language reflect a new culture?
 - How did food crops and music fit into this scheme?
10. LO 2, 3.....FP 6–11, 16..... pp. 123–127; video segments 3–5
 - What role did geography play?
 - What crops were developed?
 - Why did a slave labor system develop?
 - How did the slave labor system affect race relations? How did slavery influence the class system and politics?
 - How would slavery ultimately affect relations with other colonies and eventually states (after the Revolution)?
11. LO 3, 4.....FP 12–15pp. 127–136
 - What role did geography play?
 - How were the economy and diversity issues different?
 - How did commerce and consumption unify them?
 - What role did religion play?
 - What did it mean that they were all British subjects?
 - How did they differ from Spain regarding geography, religion, agriculture, and types of people present?
12. LO 5.....FP 16pp. 136; video segment 6
 - How had the encounters with Indian peoples forged an identity?
 - To what extent was freedom becoming associated with America?
 - How and why was diversity shaping a different identity?
 - To what extent had an “American” economic and political identity emerged?

ENRICHMENT IDEAS

These activities are not required unless your instructor assigns them. They are offered as suggestions to help you learn more about the material presented in this lesson.

1. If you are an African American, can you trace your family history back to the colonial period? If so, what do you know about the African roots of your family? How is African culture still represented? Submit your story and cite the sources of your information.

2. Imagine yourself to be a slave in the South who is organizing a rebellion in 1740. In a well-developed essay, describe your plan. What will you do to ensure your success?
3. Consider the geographic and demographic maps of the British colonies in 1760. Which groups of people tended to settle where? Why did these patterns of settlement develop? How did this process affect the shaping of America? Compose a well-developed essay in which you report on your conclusions.

SUGGESTED READINGS

See the “Bibliography” on pages 137–140 of the textbook if you wish to examine other books related to the material presented in this lesson.

