

Navigation Acts



Stono Rebellion



Salutary Neglect

# *AP US History*

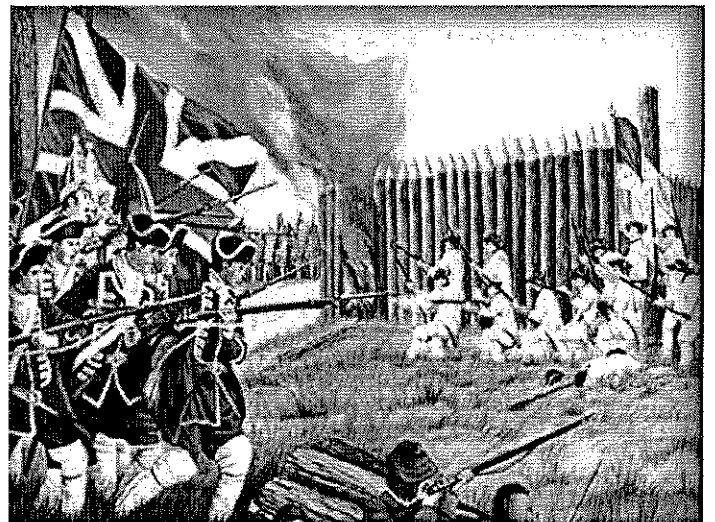
## *PERIOD 2*

Name \_\_\_\_\_

Period \_\_\_\_\_



Great Awakening



French & Indian War

## Period 2- Essential Questions & Key Concepts

Textbook Chapters	Necessary Maps & Documents
<ul style="list-style-type: none"> <li>• Chapter 3: The British Atlantic World</li> <li>• Chapter 4: Growth, Diversity, and Conflict</li> </ul>	<ol style="list-style-type: none"> <li>1. A Model of Christian Charity</li> <li>2. Map of the English Colonies</li> <li>3. Timelines 1651-1700 &amp; 1701-1750</li> </ol>

**Essential Questions:** Think about these questions **before**, **during**, and **after** the reading. They are very general; there is no specifically correct answer. If you understand their complexity and feel confident in using information from the text and the supplementary reading in answering these questions, you should understand the major themes from this period.

1. What were the prevailing attitudes and behaviors exhibited by the European settlers toward the Native American population?
2. What type of relationship developed between the colonies and their "managers" in England that led to the colonist feeling "free" to develop as they saw fit?
3. Discuss the different social structures that characterized New England and the Chesapeake colonies during the first 100 years of their development.
4. What was the economic relationship of the colonies to Europe during this period? How was it beneficial to the colonies? How was it detrimental to the colonies?
5. What was the role of religion in the early colonies? To what extent is it accurate to say that religion was the reason for there being colonies in the first place as has been so often maintained?
6. What accounts for the dramatic increase in population in the colonies before 1750?
7. What circumstances led to the introduction of slavery into the colonies?

### Key Concepts:

#### 2.1- Diverse patterns of colonization developed in response to differences in goals, cultures, and the environment.

- The Atlantic slave trade developed in response to the economic, demographic, and environmental needs of the British colonies.
- Environmental and geographic variations contributed to regional differences.

#### 2.2- Colonization intensified intercultural contact and conflict.

- Competition in the colonies between European rivals led to conflicts between native peoples and European colonists.
- Intercultural conflict over social and cultural values contributed to cultural changes on both sides.

#### 2.3- The political, economic, and cultural exchanges of the Atlantic World affected the development of colonial societies.

- Interactions among Europeans, Africans, and Native Americans stimulated economic growth, expanded social networks, and reshaped labor systems.
- In response to competition and colonial resistance, Britain strengthened control over its North American empire, stimulating increasing resistance from colonists, who had grown accustomed to autonomy.

### Big ideas:

1. What were similarities in colonization among the Spanish, French, Dutch, and English?
2. What were the experiences like with Native Americans with these European countries?
3. How and why did slavery evolve in these colonies?
4. How did climate and geography affect British colonies?
5. How did the colonists begin to develop an identity during this time?
6. What impact did religion have on the colonies?
7. Why did slavery develop in the British colonies? How did Africans resist their conditions?

# APUSH Word Wall

## Period 2

Directions: Define the following terms and importance of each term to this Unit.

<b>PROPRIETORSHIP</b>	
<b>QUAKERS</b>	
<b>NAVIGATION ACTS</b>	
<b>DOMINION OF NEW ENGLAND</b>	
<b>GLORIOUS REVOLUTION</b>	
<b>CONSTITUTIONAL MONARCHY</b>	
<b>MIDDLE PASSAGE</b>	
<b>STONO REBELLION</b>	

<b>SALUTARY NEGLECT</b>	
<b>ENLIGHTENMENT</b>	
<b>NATURAL RIGHTS</b>	
<b>OLD LIGHTS</b>	
<b>NEW LIGHTS</b>	
<b>REGULATORS</b>	

*APUSH Key Individuals*  
*Period 2*

<b>Individual</b>	<b>Significance of Individual to Unit of Study</b>
<b>William Penn</b>	
<b>Edmund Andros</b>	
<b>John Locke</b>	
<b>Jacob Leisler</b>	
<b>Robert Walpole</b>	
<b>Benjamin Franklin</b>	
<b>Jonathan Edwards</b>	
<b>George Whitefield</b>	
<b>William Pitt</b>	
<b>Pontiac</b>	
<b>Montesquieu</b>	

Name \_\_\_\_\_

Period \_\_\_\_\_

**The Power Ways**  
**Colonial – Comparison & Contextualization**

**Directions:** Use the reading to complete this chart.

<b>Location</b>	<b>Roots</b>	<b>Characteristics</b>	<b>Participation Rate</b>
<b>Massachusetts</b>			
<b>Virginia</b>			

<b>Location</b>	<b>Roots</b>	<b>Characteristics</b>	<b>Participation Rate</b>
<b>Delaware Valley</b>			
<b>Piedmont Backcountry</b>			

Preface to "Frame of Government"  
WILLIAM PENN, 1682

William Penn (1644-1718) founded the colony of Pennsylvania in 1681 as a haven for religious dissidents, especially Quakers. Below is an excerpt from his "Frame of Government," which established the political structure of the colony.

. . . I know what is said by the several admirers of monarchy, aristocracy and democracy, which are the rule of one, a few, and many, and are the three common ideas of government, when men discourse on that subject. But I chose to solve the controversy with this small distinction, and it belongs to all three: any government is free to the people under it (whatever be the frame) where the laws rule, and the people are a party to those laws, and more than this [anything else] is tyranny, oligarchy [government by a small, powerful group], or confusion.

. . . [W]hen all is said, there is hardly one frame of government in the world so ill designed by its first founders, that, in good hands, would not do well enough; and story tells us, the best, in ill ones, can do nothing that is great or good; witness the Jewish and Roman states. Governments, like clocks, go from the motion men give them; and as governments are made and moved by men, so by them they are ruined too. Wherefore governments rather depend upon men, than men upon governments. Let men be good, and the government cannot be bad; if it be ill, they will cure it. But if men be bad, let the government be never so good, they will endeavor to warp and spoil it to their turn.

*The Federal and State Constitutions, Colonial Charters, and Other Organic Laws of the United States* (Washington, DC: Government Printing Office, 1878), 1519

### **PRACTICING Historical Thinking**

**Identify:** What European kinds of government does Penn draw on to make his case? What does Penn propose that men must do to create good government?

**Analyze:** How does Penn propose to solve the controversy between supporters of these European forms of government?

**Evaluate:** In what ways are Penn's and John Winthrop's visions of government similar? In what ways are they different? How do both reflect European models of religion and government?



## "Second Treatise on Civil Government" JOHN LOCKE 1690

John Locke (1632-1704), an English political philosopher, wrote primarily in support of the Glorious Revolution, the peaceful, parliamentary overthrow of James II in 1689. Locke's "Two Treatises on Civil Government" proved influential with North American British colonists in the eighteenth century.

If man in the state of nature be so free, as has been said; if he be absolute lord of his own person and possessions, equal to the greatest, and subject to no body, why will he part with his freedom? Why will he give up this empire, and subject himself to the dominion and control of any other power? To which 'tis obvious to answer, that though in the state of nature he hath such a right, yet the enjoyment of it is very uncertain, and constantly exposed to the invasion of others; for all being kings as much as he, every man his equal, and the greater part no strict observers of equity and justice; the enjoyment of the property he has in this state is very unsafe, very unsecure. This makes him willing to quit this condition, which however free, is full of fears and continual dangers: And 'tis not without reason, that he seeks out, and is willing to join in society with others who are already united, or have a mind to unite for the mutual preservation of their lives, liberties and estates, which I call by the general name, property. The great and chief end, therefore, of men's uniting into commonwealths, and putting themselves under government, is the preservation of their property. . . .

John Locke, *Two Treatises on Civil Government* (London: Printed for Awneham and John Churchill, at the Black Swan in Pater Noster Row, 1698), 261, transcribed into modern English by Jason Stacy.

### **PRACTICING Historical Thinking:**

**Identify:** According to Locke, why do governments exist?

**Analyze:** Compare Locke's arguments here to William Penn. What contextual factors might have influenced both?

**Evaluate:** In what ways could Locke's conception of freedom as natural be used to undermine royal authority? In answering this question, consider this quote from Locke: "If man in the state of nature be so free, as has been said; if he be absolute lord of his own person and possessions, equal to the greatest, and subject to no body, why will he part with his freedom?"

# Shaping America Six

## A Distinctive Society

### Video Guide

1. How many African were kidnapped and forced into slavery in the America's? What percent were sent to the English Colonies?
2. Why was slavery initially not economical in the English colonies? Explain.
3. How was slavery different in West Africa compared to that of the West Indies?
4. What is the Middle Passage?
5. Why did South Carolina grow rice, rather than other European staple crops? Explain.
6. Explain the events of the Stono Rebellion. And what impact did the event have on the slave trade in South Carolina?
7. What region of the British Colonies was the most profitable and why?
8. What is the relationship between the French and the Natives Americans?
9. How does the English relationship with Native Americans differ from that of the French?
10. What group of individuals actually enjoyed freedom in Colonial America?

## ***First Navigation Act of 1660***

*The Navigation Act of 1660 regulated British exports to and imports from North America, which allowed the colonial power to monopolize trade with its colonies and thereby create a commercial empire. The economic theory behind government regulation of the economy to promote its own power is called mercantilism. This act raised significant revenue for the Crown, which used the funds to expand the navy and strengthen the empire.*

Be it enacted, etc., that no commodity [economic product or raw material] of the growth, production, or manufacture of Europe, shall be imported into any land, island, plantation, colony, territory, or place, to his Majesty belonging, or which shall hereafter belong unto or be in possession of his Majesty, his heirs and successors, in Asia, Africa, or America (Tangiers only excepted), but which shall be bona fide [made in good faith], and without fraud, laden and shipped in England, Wales, or the town of Berwick-upon-Tweed, and in English-built shipping, and which were bona fide bought before the 1st of October, 1662, and had such a certificate thereof as is directed in one act, passed the last session of the present Parliament, entitled, "An act for preventing frauds and regulating abuses in his Majesty's customs"; and whereof the master and three fourths of the mariners, at least, are English, and which shall be carried directly thence to the said lands, islands, plantations, colonies, territories, or places, and from no other place or places whatsoever; any law, statute, or usage to the contrary notwithstanding; under the penalty of the loss of all such commodities of the growth, production, or manufacture of Europe, as shall be imported into any of them, from any other place whatsoever, by land or water; and if by water, of the ship or vessel, also, in which they were imported, with all her guns, tackle, furniture, ammunition, and apparel; one third part to his Majesty, his heirs and successors; one third part to the governor of such land, island, plantation, colony, territory, or place into which such goods were imported, if the said ship, vessel, or goods, be there seized, or informed against and sued for; or, otherwise, that third part, also, to his Majesty, his heirs and successors; and the other third part to him or them who shall seize, inform, or sue for the same in any of his Majesty's courts in such of the said lands, islands, colonies, plantations, territories, or places where the offence was committed, or in any court of record in England, by bill, information, plaint, or other action, wherein no lesson [excuse for not appearing in court], protection, or wager of law shall be allowed

### **Practicing Historical Thinking**

***Identify:*** Describe three of the rules that regulated exports to the colonies.

***Analyze:*** What interest did Great Britain have in establishing these rules? What interests might the colonies have had in these rules? In what ways did these rules undermine colonial interests?

***Evaluate:*** How might Parliament justify passing legislation that benefited Great Britain but undermined colonial interests?

# DOCUMENT ANALYSIS SHEET

NAME & DATE

Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
Date of Document	Author of Document
Primary Source <input type="checkbox"/> Secondary Source <input type="checkbox"/>	Possible Author Bias/ Point of View

After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
		Questions on PS 10
	Overall, what is the main idea of the document?	

The Stono Rebellion of 1739, which took place in the British colony of South Carolina, was led by enslaved Africans who were captured in the Kongo region of West Africa and forcibly transported to the Western Hemisphere. This excerpt was taken from a recording made in 1937 as part of the Works Progress Administration's Federal Writers' Project. The speaker is George Cato, great-great-grandson of the Stono Rebellion leader, Cato.

How it all start? Dat what I ask but nobody ever tell me how 100 slaves between de Combahee and Edisto rivers come to meet in de woods not far from de Stono River on September 9, 1739. And how they elect a leader, my kinsman, Cato, and late dat day march to Stono town, break in a warehouse, kill two white men in charge, and take all de guns and ammunition they wants. But they do it. Wid dis start, they turn south and march on.

They work fast, coverin' 15 miles, passin' many fine plantations, and in every single case, stop, and break in de house and kill men, women, and children. Then they take what they want, 'cludin' arms, clothes, liquor and food. Near de Combahee swamp, Lieutenant Governor Bull, drivin' from Beaufort to Charleston, see them and he smell a rat. Befo' he was seen by de army he detour into de big woods and stay 'til de slave rebels pass.

Governor Bull and some planters, between de Combahee and Edisto [rivers], ride fast and spread de alarm and it wasn't long 'til de militiamen was on de trail in pursuit of de slave army. When found, many of de slaves was singin' and dancin' and Cap. Cato and some of de other leaders was cussin' at them sumpin awful. From dat day to dis, no Cato has tasted whiskey, 'less he go 'gainst his daddy's warnin'. Dis war last less than two days but it sho' was pow'ful hot while it last.

I reckon it was hot, 'cause in less than two days, 21 white men, women, and chillun, and 44 Negroes, was slain. My granddaddy say dat in de woods and at Stono, where de war start, dere was more than 100 Negroes in line. When de militia come in sight of them at Combahee swamp, de drinkin' dancin' Negroes scatter in de brush and only 44 stand deir ground.

Commander Cato speak for de crowd. He say: "We don't lak slavery. We start to jine de Spanish in Florida. We surrender but we not whipped yet and we 'is not converted.'" De other 43 say: "Amen." They was taken, unarmed, and hanged by de militia. Long befo' dis uprisin', de Cato slave wrote passes for slaves and do all he can to send them to freedom. He die but he die for doin' de right, as he see it.

### PRACTICING Historical Thinking

**Identify:** Name three actions that the Stono rebels undertook as part of their rebellion. What actions of the slaves led Cato to become angry with the people he led? How might their actions have weakened their ability to be successful against the colonists?

**Analyze:** Based on these three actions, determine the likely causes and goals of the rebellion.

**Evaluate:** In what ways did the Stono rebels take actions that negated their status as slaves and promoted their self-conception as free people? What might be the limitations of an oral or recorded history?

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Document Number or Letter _____ Title of Document:	Source (Where did the document come from?)
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After you read the document, fill in the columns below.

What important facts can I learn from this Document?	What inferences can I make from this document?	How does this document help answer the question?
		Questions on PS 12
	Overall, what is the main idea of the document?	

Name \_\_\_\_\_

Period \_\_\_\_\_

### First Great Awakening

**Directions:** Read each passage carefully. In two or three sentences, summarize the content of the document. Then articulate the basic idea or belief the **selection promotes**.

#### Document 1

##### Jonathan Edwards, *On the Revival in Northampton (1734)*

These awakenings, when they have first seized on persons, have had two effects: One was, that they have brought them immediately to quit their sinful practices, and the looser sort have been brought to forsake and dread their former vices and extravagancies. When once the Spirit of God began to be so wonderfully poured out in a general way through the town, people had soon done with their old quarrels, backbiting's, and intermeddling with other men's matters; the tavern was soon left empty, and persons kept very much at home... The other effect was, that it put them on earnest application to the means of salvation, reading, prayer, meditation, the ordinances of God's house, and private conference; their cry was, *What shall we do to be saved?*

**Summary** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Basic Idea or Belief** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Document 2

##### The Testimony and Advice of an Assembly of Pastors of Churches in New England (1743)

If it is the duty of every one capable of observation and reflection, to take a constant religious notice of what occurs in the daily course of common providence; how much more is it expected that those events in the divine economy, wherein there is a signal display of the power, grace and mercy of God in behalf of the church, should be observed with sacred wonder, pleasure, and gratitude! Nor should the people of God content themselves with a silent notice, but publish with the voice of thanksgiving, and tell of all his wondrous works.

**Summary** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Basic Idea or Belief** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Document 3**

**Charles Chauncy, *Enthusiasm Described and Cautioned Against* (1742)**

But in nothing does *enthusiasm* of the persons discover itself more, than in the disregard they express to the dictates of reason. They are above the force of argument, beyond conviction from a calm and sober address to their understandings... They feel the hand of God moving them within, and the impulses of his Spirit; and cannot be mistaken in what they feel. Thus they support themselves, and are sure reason hath nothing to do with what they see and feel... And in vain will you endeavor to convince such persons of any mistakes they are fallen into. They are in the wrong is to dishonor to the Spirit' 'tis to oppose his dictates, to set up their own wisdom in opposition to his, and shut their eyes against that light with which he has shined into their souls. They are not therefore capable of being argued with; you had as good reason with the wind...

This is the nature of *Enthusiasm*, and this its operation, in less or greater degree, in all who are under influence of it. 'Tis a kind of religious Phrenzy, and evidently discovers itself to be so, whenever it rises to any great height.

**Summary** \_\_\_\_\_

**Basic Idea or Belief** \_\_\_\_\_

**Document 4**

**The Testimony of the President, Professors, tutors and Hebrew Instructors of Harvard College in Cambridge, against the reverend Mr. George Whitefield, and His Conduct (1744)**

And in what condition must that people be, who stand ready to be led by a Man that conducts himself according to his dreams, or some ridiculous and unaccountable impulses and Impressions on his Mind?

**Summary** \_\_\_\_\_

**Basic Idea or Belief** \_\_\_\_\_





