

AMSCO Reading Guide

Chapter 2

The Thirteen Colonies and the British Empire
2014-2015 Edition of Richardson Reading Guide Collection

This reading guide was written in **2014** to support student reading and comprehension of the **2015 edition** of AMSCO's *United States History Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach. It was aligned with the APUSH framework implemented for the **redesigned course in 2014**. Since then, College Board has **revised the redesigned framework**. **Throughout the 2015-2016 school year, reading guides will be amended and updated to better align with the 2015 College Board® revisions of the APUSH framework. As these guides are amended, they will be posted on ffapush.com.**

A Note to Teachers:

Utilizing reading guides has been one of my most successful strategies in APUSH. This 2014-2015 edition reading guide was utilized by many teachers across the country last year, and their feedback along with my own data supports the value of this strategy. Although my students have a college level textbook and other supplements for this course, I strongly encourage my students to use the AMSCO guide regularly throughout the year. It is an optional purchase, and approximately 60-70% of my students will rely on it more than their textbook. It is more manageable than a long, detailed textbook; this is important as many of my students are in multiple advanced classes and extracurricular activities. More information about this recommended resource can be [found here](#).

Many of my colleagues require all students to complete reading guides, and that may be a choice you make as well; however, I would like to share my rationale for making them optional. In my experience, many students who enroll in APUSH have strong reading comprehension skills. This means that a percentage of students do not need reading guides to help them take notes and/or process content. By making reading guides mandatory, in my opinion, the teacher is creating busy work for higher level students. Also, making them mandatory increases the likelihood that students will simply “do” the activity, often accompanied by increased rates of copying others’ work. In addition, this strategy does not match with all learning styles; for example, students who are audio-visual may learn and progress better by relying more on video lectures or podcasts rather than reading a book.

I incentivize the guides by making them worth bonus points and/or recovery points. I also inform my students that over the years, this strategy has helped students maintain high averages, earn high test scores, and prepare for the AP exam. Each year, 90% (or higher) of students who complete them regularly maintain high grades and pass the exam.

Below are my basic purpose and directions included for each guide, but of course feel free to use this guide in whatever way serves your students’ needs best. In this copy, I have removed my personal directions in order to make it simpler for other teachers to utilize.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading. This guide, **if completed in its entirety BOP (Beginning of Period) by the due date** will earn up to 10 bonus points. The benefits, however, go far beyond bonus points. ☺ **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment, but remember that 92% of students who completed reading guides regularly last year maintained an A average and passed the AP exam!

Directions:

Pre-Read: Read the prompts/questions within this guide before you read the chapter.

Skim: Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*

Read/Analyze: Read the chapter. **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**

Write Write your notes and analysis in the spaces provided. Print the guide and complete in **INK** or use pdfescape or similar program to create your own digital guide which will be saved in your course online notebook.

The average student will require 60-90 minutes to read and complete each guide effectively. Students who process information more slowly or struggle to comprehend what they read are encouraged to create a study group where discussion of the text accompanies reading, note taking, and analyzing. These students will likely spent 90-120 minutes per chapter. If you have students who struggle in this way, I suggest having students read and complete the note taking portion on their own (center column of the guide in most cases), then meet with other students the next morning to discuss and complete the analysis questions. Students often completed this step in morning tutoring where I can help coach them in thinking more critically about what they read.

I also recommend that you provide your students with a copy of the newly revised framework to accompany their reading. Remind them that the framework is the skeleton of the course, providing many basic concepts as well as explicit terms they must know for success in the course. The new framework can also be used as a simpler guide for note taking and review or for those relying on audio – visual resources. You can access this new framework [here](#).



Guided Reading & Analysis: 13 Colonies

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

Reading Assignment:

Ch. 2 AMSCO or other resource for content corresponding to Period 2.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using higher level thinking skills with new knowledge gained from the reading.

Basic Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write your notes and analysis in the spaces provided.

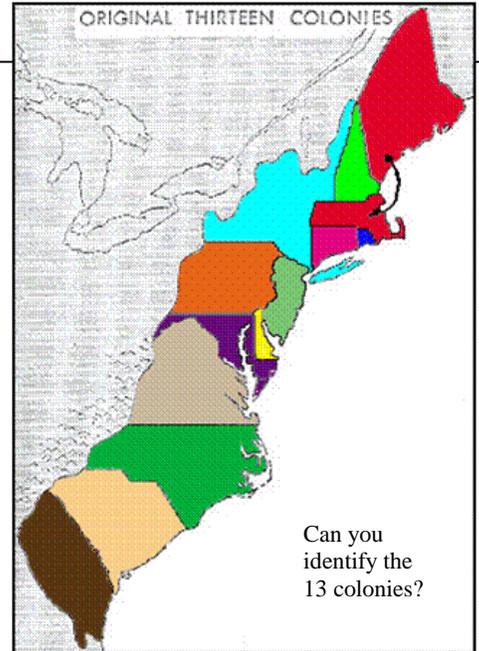
Key Concepts FOR PERIOD 2:

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

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

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

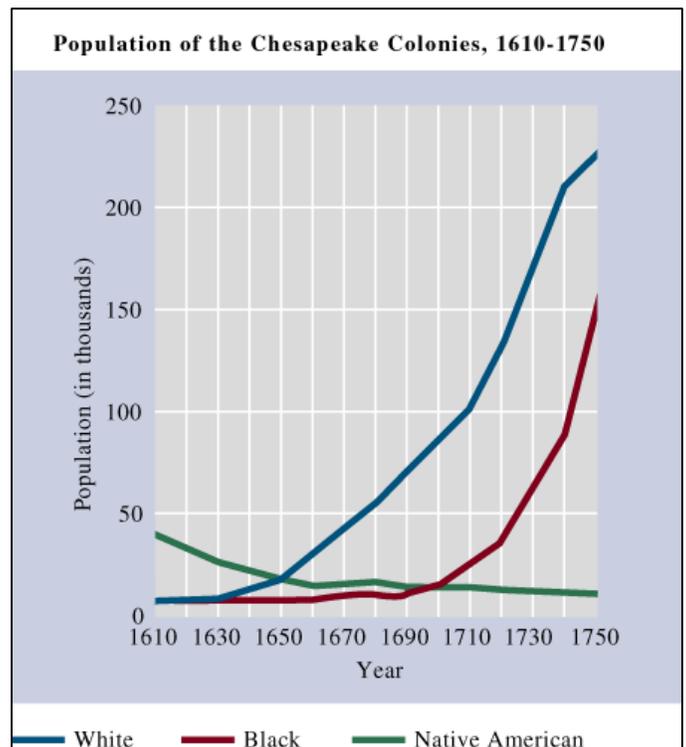
Key Concept 2.3: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.



SECTION 1 - Period Overview, p.23

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

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



SECTION 2 Guided Reading, pp 24-38

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

2. Early English Settlements pp 24-26

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

3. Early Political Institutions, p 27

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

4. The Chesapeake Colonies, pp 27-29

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

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

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

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

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

	<p>New York</p> <p>New Jersey</p> <p>Pennsylvania and Delaware...</p> <p>Quakers...</p> <p>William Penn...</p> <p>"Holy Experiment"...</p> <p>Delaware...</p> <p>Georgia: The Last Colony...</p> <p>Special Regulations...</p> <p>Royal Colony...</p>	<p>Compare and contrast the Middle Colonies and Southern Colonies during the Restoration era.</p>
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7. Mercantilism and the Empire, pp 35-37

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

<p>“Atlantic World” commercial, religious, philosophical, and political interactions among Europeans, Africans, and American native peoples stimulated economic growth, expanded social networks, and reshaped labor systems.</p> <p>Britain’s desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.</p>	<p>Impact on the Colonies...</p> <p>Enforcement of the Acts...</p> <p>The Dominion of New England...</p> <p>Permanent Restrictions...</p>	<p>Explain the political, economic, and cultural impact of the British mercantile system.</p>
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8. The Institution of Slavery p.37-38

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

9. Explain the HIPP of the primary sources below.

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

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

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

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

HIPP+:

Historical Context:

Intended Audience:

Author’s Purpose:

Author’s Point of View:

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

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

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

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

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

HIPP+:

Historical Context:

Intended Audience:

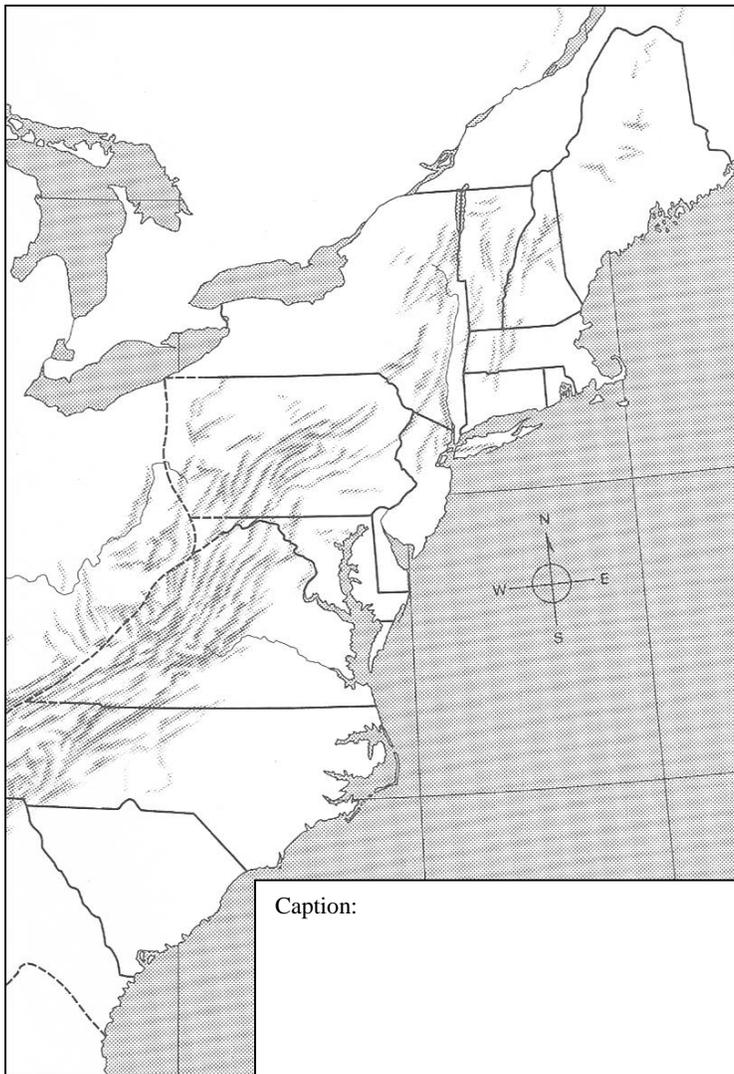
Author’s Purpose:

Author’s Point of View:

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

10. Create a map of the 13 Colonies.

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



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

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

Key

	NEW ENGLAND (Northern Colonies)
	MIDDLE COLONIES
	SOUTHERN COLONIES

Caption:

Food for Thought:

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