

## 2020 4<sup>th</sup> edition AMSCO Guided Reading for Unit 2, 1607-1754

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Teachers and Students,

Unit 2 in the 4<sup>th</sup> edition includes 8 subsections that correlate to chapters 2 and 3 of the 3<sup>rd</sup> edition. If you are using editions from 2015-2020 (up to the 3<sup>rd</sup> edition), my previously posted reading guides are recommended. I will keep those guides on my website, <http://www.ffapush.com/amscoguides.html> I've added a new page for the 4<sup>th</sup> edition guides, and only those using the new 4<sup>th</sup> edition should use them. <http://www.ffapush.com/2020-amscoguides-1.html>

This guide is divided into 8 sections and can be assigned in parts or in its entirety. The format is slightly different from the older set. After listening to feedback from teachers, I am simplifying the notes section and moving analysis to the end of each section. I am also including fewer analysis questions and aiming to make them more targeted to the skills and content tested on the AP exam. You will also notice links to writing activities and enrichment options to help students and teachers navigate more smoothly to additional resources.

It is my hope that the reading guides will help students process information beyond just recording notes of “what happened.” Processing is essential, as students must not only know “what happened” in history they must be able to analyze and evaluate history!

Fight Fiercely everyone!

Sincerely, Rebecca Richardson

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: \_\_\_/\_\_\_/\_\_\_

**Guided Reading & Analysis: Colonial Era**  
**Unit 2- 1607-1754, pp 32-77**

**Reading Assignment:**

Unit 2, divided into 8 subsections reflecting learning objectives for APUSH

**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.

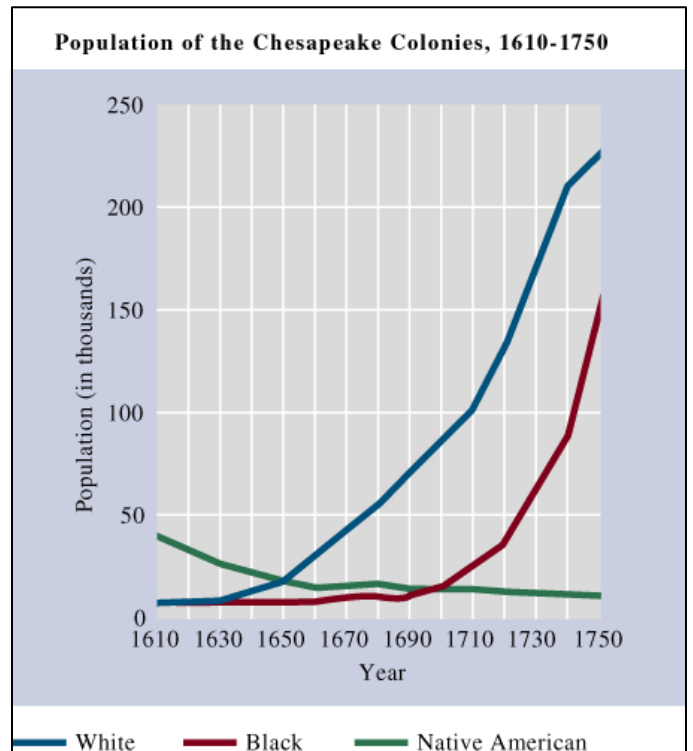
**Key Concepts FOR PERIOD 2:**

**Key Concept 2.1: Europeans** developed a variety of colonization and **migration patterns**, influenced by different **imperial goals, cultures**, and the varied North American **environments** where they settled, and they **competed** with each other and **American Indians** for resources.

**Key Concept 2.2:** The **British colonies** participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.



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)





## Topic 2.2, European Colonization in North America, pp 34-37

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. Partial notes have been provided to model this step. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain how and why various European colonies developed and expanded from 1607-1754.

MAIN IDEAS	NOTES
<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.</p> <p>Spain sought to establish tight control over the process of colonization in the Western Hemisphere and to convert and/or exploit the native population. The extracted wealth from the land and created institutions to subjugate natives and converting them to Christianity (Catholicism). They incorporated them, along with enslaved and free Africans, into Spanish colonial society.</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, taking land from natives and mostly living separately from them. English people came to America seeking social mobility, economic prosperity, religious freedom, and improved living conditions.</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><b>Migration...</b></p> <p><b>Spanish colonies...</b></p> <p><b>French colonies...</b></p> <p><b>Dutch colonies...</b> Netherlands explored looking for Northwest passage to Asia Claimed New Amsterdam (later became New York) Similar to French - Small numbers focusing on trade with natives</p> <p><b>British colonies...</b></p>
<p><b>ANALYSIS:</b> Explain one similarity and one difference among the English, French, and Spanish regarding colonization.</p> <p>To what extent were they similar?</p>	

### Short Answer Question, page 37

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. When interpreting a document, your analysis beyond the obvious is your evidence. **Use the lingo of each prompt to set up your answer**, and **include an explanation of how or why**. The first one is done for you as a model of how to address short answer questions.

a. Robert Beverly's perspective in the excerpt regarding the history of Virginia was **focused on migration motivations**. In his analysis, most migrants to Virginia were of lower social class with few opportunities in Europe to advance economically as those with high status had little reason to leave their good circumstances.

b. One example of historical evidence that supports Beverly's position was \_\_\_\_\_

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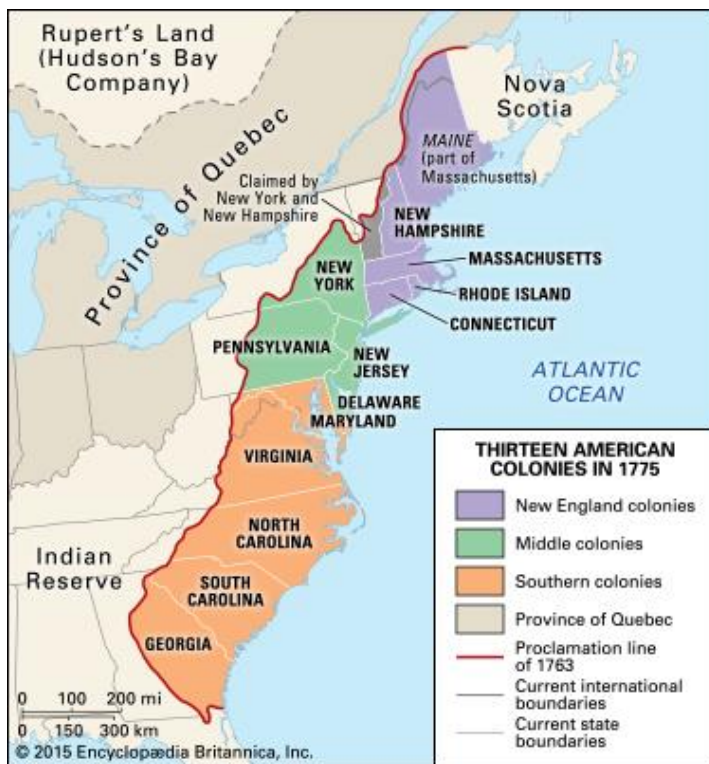
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c. One example of historical evidence that challenges Beverly's position was \_\_\_\_\_

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Source: kids.britannica.com

In the next section, you will be learning about similarities and differences among the three main colonial regions. It is important for you to understand where colonies are... take a minute to review the map at left, noting the three regions.

Massachusetts was part of which region?

Virginia was part of which region?

(NOTE: Virginia and Maryland are located on the Chesapeake Bay and are sometimes referred to the Chesapeake Colonies)

Pennsylvania was part of which region?

### Topic 2.3, The Regions of British Colonies, pp 38-48

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. Partial notes have been provided to model this step. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607-1754.

MAIN IDEAS	NOTES
<p>The Chesapeake and North Carolina colonies grew prosperous exporting tobacco – a labor intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.</p> <p>The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.</p> <p>The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.</p>	<p><b>Introduction...</b>  1607 – Jamestown (first permanent colony)  1733 – Georgia (13<sup>th</sup> colony)  Colonies set up by charter</p> <p>Corporate colonies – such as Jamestown, joint stock company  Royal colonies – such as Virginia after 1624  Proprietary colonies – such as Maryland and Pennsylvania, under authority of individuals</p> <p>Tradition of representative government, unlike France and Spain  Colonists eventually wanted independence</p> <p><b>Early English Settlements...</b></p> <p><b>Jamestown...</b></p> <p><b>Plymouth and Massachusetts Bay...</b></p>
<p><b>ANALYSIS: Identify one similarity and one difference between Jamestown and Plymouth.</b></p> <p><b>To what extent were these two colonies similar?</b></p>	

MAIN IDEAS	NOTES
<p>The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.</p> <p>The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.</p>	<p><b>Religious Issues in Maryland...</b></p> <p><b>Development of New England...</b></p> <p><b>Restoration Colonies... The Carolinas...</b></p>
<p><b>ANALYSIS:</b></p> <p><i>Explain how Maryland was unique compared to other colonies in North America.</i></p> <p><i>To what extent was religion responsible for how the New England colonies developed? Provide one example to defend your answer.</i></p>	

MAIN IDEAS	NOTES
<p>The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.</p> <p>Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.</p>	<p><b>The Middle Colonies...</b></p> <p><b>Georgia, The Last Mainland Colony...</b></p> <p><b>Early Political Institutions...</b></p>
<p><b>ANALYSIS:</b>  <i>Were the Middle Colonies more similar or more different from New England colonies? Provide one piece of evidence to support your answer.</i></p> <p><i>Were the Middle Colonies more similar or more different from Southern colonies? Provide one piece of evidence to support your answer.</i></p> <p><i>Were the three main colonial regions more similar or more different in how they developed? Provide one piece of evidence to support your answer.</i></p>	



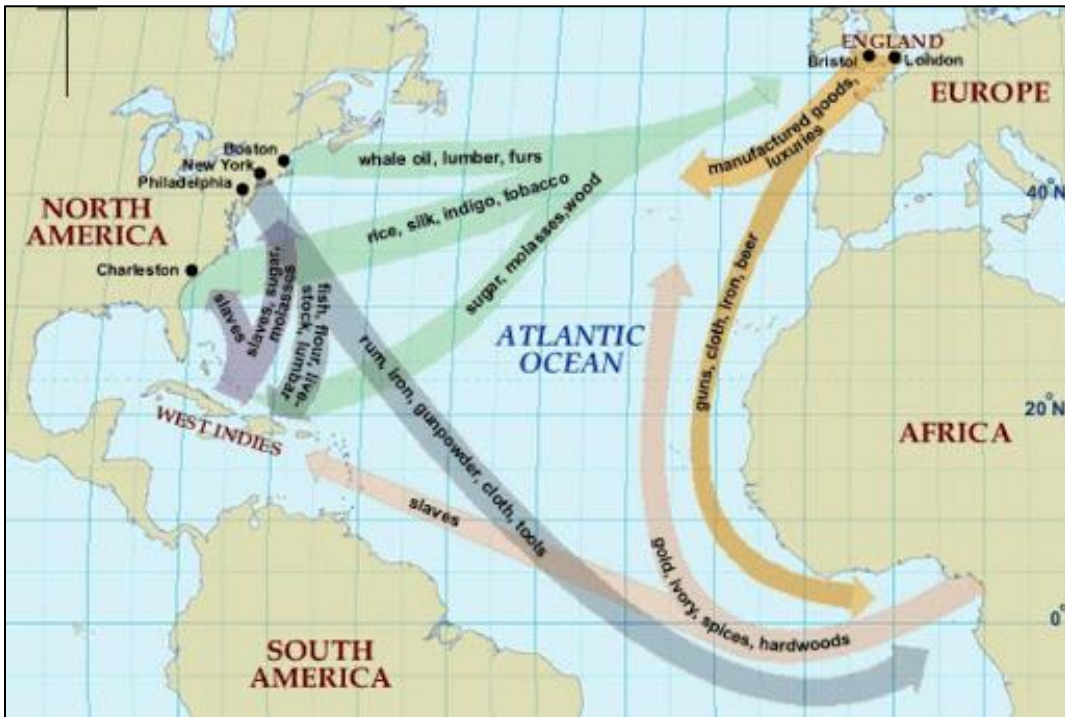
**Multiple Choice Practice, page 47-48**

- 1.
2. \_\_\_\_\_
- 3.

**Short Answer Questions, page 48**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**. The first step – using the lingo is set up for you.

- a. One way in which Puritanism influenced the development of New England from 1630-1685 was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b. Another way in which Puritanism influenced the development of New England from 1630 to 1685 was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. One way a specific new colony in New England developed differently as a result of Puritanism during the period was \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



In the next section, you will study the Transatlantic Trade. Make sure you understand the difference between the Columbian Exchange and the Triangular Trade. The map at left illustrates Triangular Trade.

One key difference is the slave trade (Middle Passage).

Differentiate between them also by era. Columbian Exchange begins after Columbus's first voyage in 1492. The Triangular Trade develops after colonization in North America. For more on this comparison, check out [Notes on Columbian Exchange and Triangular Trade](#).

Source: CrispusAttucksMuseum.org

**Topic 2.4, Transatlantic Trade, pp 49-53**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. Partial notes have been provided to model this step. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain the causes and effects of transatlantic trade over time.

MAIN IDEAS:	NOTES:
<p>An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.</p> <p>Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.</p> <p>The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.</p>	<p><i>Trade - method of increasing power for European nations</i>  <i>Economic motives led to trade</i>  <i>Colonists motivated by religious faith or wealth while Europe motivated by power</i></p> <p><b>Triangular Trade...</b></p> <p><b>Mercantilism and the Empire...</b></p> <p><b>The Dominion of New England...</b></p> <p><b>Ongoing Trade Tensions...</b></p>
<p><b>ANALYSIS:</b>  <b>Explain how salutary neglect impacted the colonists.</b></p>	

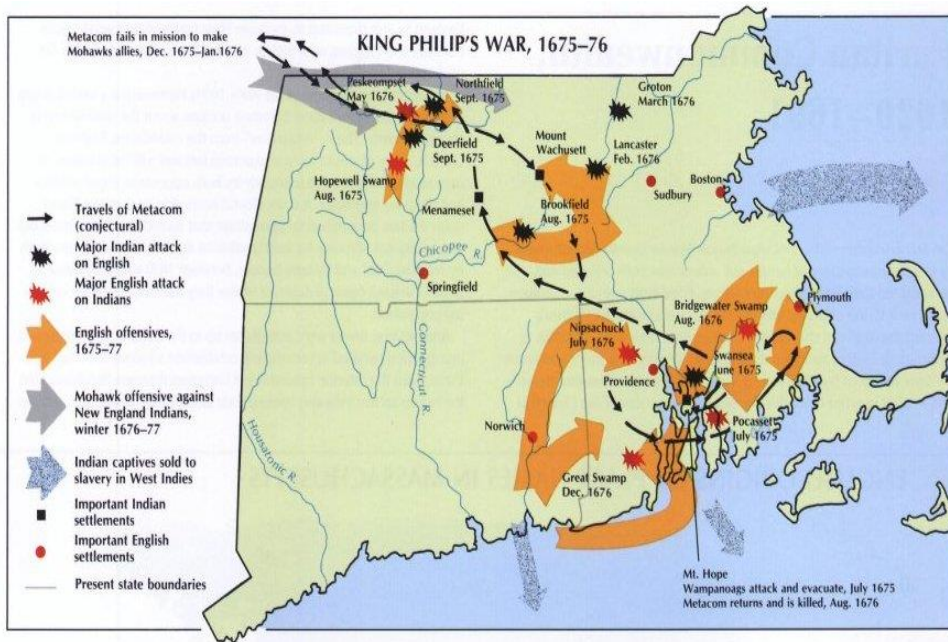
**Multiple Choice Practice, page 53**

- 1.
- 2.

**Short Answer Questions, page 53**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the lingo of each prompt to set up your answer, and **include an explanation of how or why**.

- a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



In the next section you will focus on European interactions with American Indians. Two key events are in this section, King Philip's War (Metacom's War) in New England and Pueblo Revolt in the Southwest.

It is important to understand causes and effects of these event, BUT you must also remember the similarities and differences.

One key difference is the immediate outcome of each event. The Pueblo won, The New England tribes did not.



**Short Answer Questions, page 58**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo** of each prompt to set up your answer, and **include an explanation of how or why**.

- a. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- b. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- c. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Source: worldatlas.com

In the next section you'll read about slavery in the colonies. The British West Indies are included in this analysis. Your main focus is on the 13 British colonies in North America, but it is important to know where the British West Indies were... and that they demanded more slaves than the 13 colonies.

In modern times, we usually refer to this region as the Caribbean.

**Topic 2.6, Slavery in the British Colonies, pp 59-62**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

Learning Objective: Explain the causes and effects of slavery in the various British colonial regions.

MAIN IDEAS:	NOTES:
<p>All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.</p> <p>As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.</p>	<p><b>Introduction...</b></p> <p><b>Demand for labor...</b></p> <p><b>The Institution of slavery...</b></p>
<p><b>ANALYSIS:</b>  <i>Explain how slavery evolved and changed from 1619-1700s.</i></p>	

**Multiple Choice Practice, pp 61-62**

- 1.
- 2.
- 3.

**Short Answer Questions, page 61**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

b. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Topic 2.7, Colonial Society and Culture, pp 63-74**

As you read the chapter, jot down your notes in the right-hand column. Consider your notes to be elaborations on the Main Ideas presented in the left column. When you finish the section, analyze & process what you read by answering the questions in the analysis section located at the bottom of the page.

**Learning Objectives:**

Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

MAIN IDEAS:	NOTES:
<p>The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the First Great Awakening and the spread of European Enlightenment ideas.</p>	<p>Introduction...</p> <p>Population Growth...</p> <p>European Immigrants...</p> <p>continued on next page...</p>

<p>The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the First Great Awakening and the spread of European Enlightenment ideas.</p> <p>The British colonies experiences a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of transatlantic print culture, and the spread of Protestant evangelicalism.</p> <p>The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.</p> <p>Colonists' resistance to imperial control drew on local experiences with self-government, evolving ideas of liberty, the political thought of the enlightenment, greater religious independence and diversity, and a n ideology critical of perceived corruption in the imperial system.</p>	<p><b>Enslaved Africans...</b></p> <p><b>American Indians...</b></p> <p><b>The Structure of Colonial Society...</b></p> <p><b>Liberty and Opportunity...</b></p> <p><b>The Family...</b></p> <p><b>The Economy...</b></p> <p><b>Religion...</b></p> <p><b>continued on next page...</b></p>
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<p>The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the First Great Awakening and the spread of European Enlightenment ideas.</p> <p>The British colonies experiences a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of transatlantic print culture, and the spread of Protestant evangelicalism.</p> <p>The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.</p> <p>Colonists' resistance to imperial control drew on local experiences with self-government, evolving ideas of liberty, the political thought of the enlightenment, greater religious independence and diversity, and a n ideology critical of perceived corruption in the imperial system.</p>	<p><b>The Great Awakening...</b></p> <p><b>Cultural Life...</b></p> <p><b>Education...</b></p> <p><b>The Enlightenment...</b></p> <p><b>The Colonial Relationship with Britain...</b></p> <p><b>continued on next page...</b></p>
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**Short Answer Questions, page 74**

Record your answers for a-b-c. Write in complete sentences and ensure each answer has at least **one specific piece of historical evidence**. Use the **lingo of each prompt to set up your answer**, and **include an explanation of how or why**.

a. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic 2.8, Comparison in Period 2, pp 75-76**

Learning Objectives:

Compare the effects of the development of colonial society in the various regions of North America.

**NOTES:**

Review the key concepts from Period 2 as well as reading about comparison. Record your notes and closing thoughts here.

[Skill practice, comparing colonizers](#)

[Skill Practice: Comparing Colonies](#)

Enrichment:

[Americas to 1500](#)

[Contact](#)

[Founding of New Societies](#)

*More Activities and Resources can be found at FFAPUSH.com*

## Document Analysis Practice

### 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: Choose ONE of the following**

Historical Situation, Intended Audience, Author's Purpose, Author's Point of View:

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. . . .

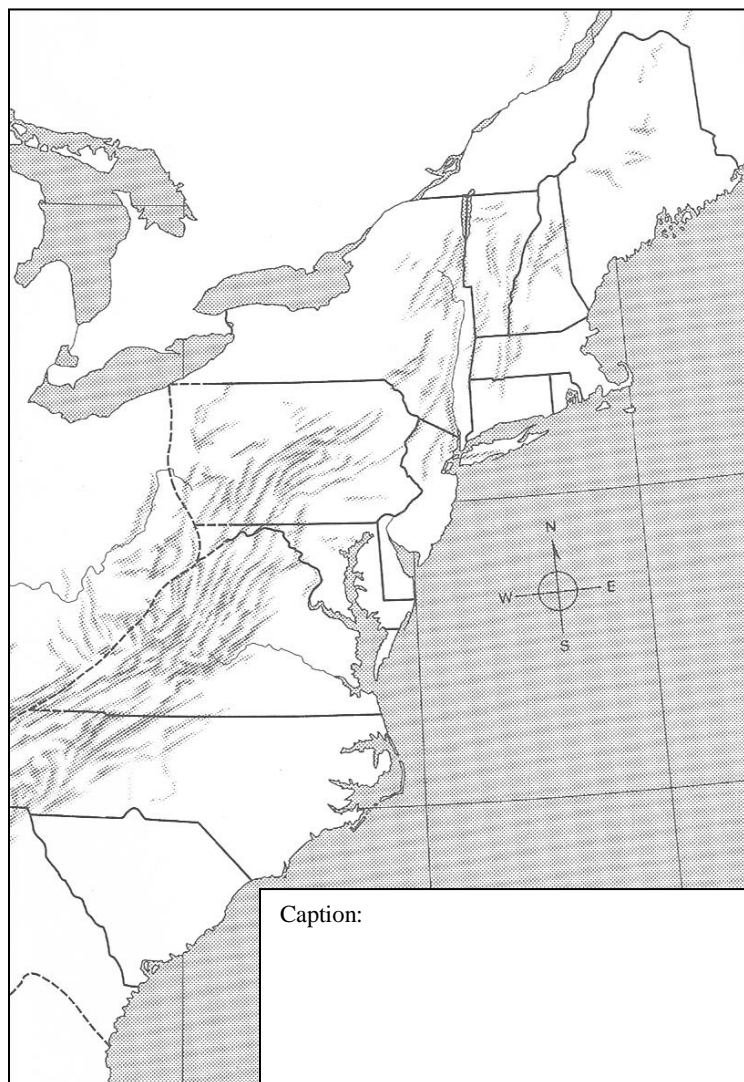
They are entire Strangers to all Religion, but they have a Tharonhjouaagon, (which others also call Athzoockkuatoriaho) i.e. a Genius which they put in the Place of God, but they do not worship or present Offerings to him: they worship and present Offerings to the Devil whom they call Otskon or Airekuoni. . . . 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: Choose ONE of the following**

Historical Situation, Intended Audience, Author's Purpose, Author's Point of View:

### 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)