

Student Sample AMSCO Reading Guide

Guides available at FFAPUSH.com in word & PDF formats.

Guided Reading & Analysis: Colonial Society

Chapter 3- Colonial Society in the 18th Century, pp 45-55

Reading Assignment:

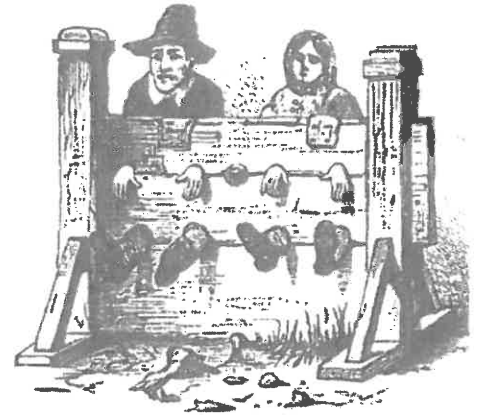
Ch. 3 AMSCO or other resource for content corresponding to Period 2.

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:

- 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. 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.



(Image Source: Colonial Society of Massachusetts, History of Crime and Punishment)

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.

SECTION 1 Guided Reading, pp 45-55

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.

1. Population Growth pp 45-46

Key Concepts & Main Ideas	Notes	Analysis
<p>Regional differences developed in the British colonies due to many factors, often creating conflict.</p> <p>European colonization efforts in North America stimulated intercultural contact.</p>	<p>250,000 → 2,500,000</p> <p>Population Growth</p> <ol style="list-style-type: none"> 1.) immigration 2.) natural increase (high birth rate) <p>European Immigrants...</p> <ul style="list-style-type: none"> - escape religious persecution & war - economic opportunity - Most went to Middle Colonies or frontier <p>English...</p> <ul style="list-style-type: none"> - Relatively small numbers due to few problems at home <p>German...</p> <ul style="list-style-type: none"> - Farmlands west of Philadelphia (Pennsylvania Dutch) - maintained language, custom & religious country) - 6% of colonial population <p>Scots-Irish...</p> <ul style="list-style-type: none"> - From northern Ireland - little respect for British gov. - western frontier of Penn., Vir. Caro., & Georgia - 5% of colonial population <p>Other Europeans...</p> <ul style="list-style-type: none"> - French Protestants (Huguenots) - Dutch - Swedes - 5% of colonial population ...continued on next page 	<p>List 3 main reasons Europeans came to the New World.</p> <ol style="list-style-type: none"> 1. Religious freedom 2. Economic opportunity 3. Political freedom (Scots-Irish) <p>List 3 main differences between the German and Scots-Irish immigrants.</p> <ol style="list-style-type: none"> 1. Germans didn't speak English 2. Scots-Irish were pressured to leave 3. Scots-Irish resented British government

	<p>Africans...</p> <ul style="list-style-type: none"> - Slaves; some received freedom years later - North: laborer, bricklayer, blacksmith - South: plantations - Colonies passed discriminatory laws - Some Africans were free wage earners & property owners - 20% of colonial pop.; 90% in South 	<p>Explain 2 reasons the African immigrants differed from the other groups.</p> <ol style="list-style-type: none"> 1. Forced to migrate 2. Were not given opportunity to advance socially or economically
--	---	---

2. The Structure of Colonial Society, p 47

Key Concepts & Main Ideas	Notes	Analysis
<p>Cultural diversity contributed to the development of regional differences as well as a new identity.</p>	<p>General Characteristics...</p> <ul style="list-style-type: none"> - English in origin, language + tradition <p>Self-Government...</p> <ul style="list-style-type: none"> - Representative assembly elected by elite voters (white property owners) - Rhode Island + CT elected gov. by vote - Rest of colonies appointed by crown or proprietor (Penn. or MD) <p>Religious Toleration...</p> <ul style="list-style-type: none"> - Permitted practice of various religions - Mass. (most conservative) excluded non-Christians; Catholics - RI and Penn. most liberal <p>No Hereditary Aristocracy...</p> <ul style="list-style-type: none"> - Narrower class system, based on economics - No inherited privileges or slavery masses <p>Social Mobility...</p> <ul style="list-style-type: none"> - All people except African Americans had opportunity to improve standard of living & social status w/ hard work <p>The Family...</p> <ul style="list-style-type: none"> - Economic & social center of colonial life - People married younger & had more kids - 90% on farms; higher living conditions than Europe <p>Men...</p> <ul style="list-style-type: none"> - Landowning primarily reserved for men; dominated politics - English law gave men almost unlimited power <p>Women...</p> <ul style="list-style-type: none"> - Had 8 kids on avg - Cleaning, cooking, making clothes, medical care, educating - Worked alongside men; legal but rare; limited political rights 	<p>List three major ways identity and way of life in the colonies differed from England.</p> <ol style="list-style-type: none"> 1. Religious toleration 2. No hereditary aristocracy 3. Social mobility <p>List three ways colonial society differed from modern day society.</p> <ol style="list-style-type: none"> 1. Only rich white men could vote 2. Divorce was rare; having many kids was common 3. 90% of people lived on farms; no standardized education system

3. The Economy, p48

Key Concepts & Main Ideas	Notes	Analysis
<p>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences.</p>	<p>The Economy... (1760s)</p> <ul style="list-style-type: none"> - Almost half of Britain's world trade was w/ colonies - Restricted colonial industries that would compete w/ Britain - Colonial manufacturing such as flax or rum allowed - Quickest route to wealth = land - More ministers, teachers, lawyers, doctors <p>...continued on next page</p>	<p>How did Britain influence the developing colonial economy?</p> <p>Britain controlled colonial imports & exports, slowing the colonial economies development.</p>

<p>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences.</p>	<p>New England... - Rocky soil + long winters = farming limited to subsistence levels - Logging, shipbuilding, fishing, trading, rum distilling</p> <p>Middle Colonies... - Rich soil = abundance of wheat + corn for export to Europe/West Indies - Freehold servants + hired laborers - Small manufacturing (iron making); = growth of Philly + NYC</p> <p>Southern Colonies... - Small subsistence family farms w/ no slaves - Large plantations w/ slaves - Tobacco (Chesapeake + North Carolina), timber + tar + pitch (Carolinas) - Rice + indigo (So. + Carolina/Georgia); located on rivers to export</p> <p>Monetary System... - Forced to use gold + silver to pay for Brit. imports - Colonies made paper money → inflation - Laws that might hurt British merchants were outlawed</p> <p>Transportation... - Trading centers on good harbors + navigable rivers (Charleston, Philly, NYC) - Overland travel by horse + stage - Taverns = lodging, food, social center - Postal service = horses + small ships</p>	<p>What do all three regions have in common economically? Farming</p> <p>How did transportation impact colonial regions differently? Some regions had better access to waterways allowing them to build economies with a larger focus on trade</p>
---	---	--

4. Religion, pp 49-50

Key Concepts & Main Ideas	Notes	Analysis
<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>Resulted in →</p>	<p>Religion... - Majority of colonists belonged to various Protestant denominations - New England = Congregationalists (successor to Puritan) and Presbyterian - Dutch = Reformed church; merchants = church of England (Anglicans + Episcopalians) - Pennsylvania = Quakers, Mennonites, Amish</p> <p>Challenges... - Jews, Catholics, Quakers = discrimination + persecution - Congregationalist ministers = criticized by other Protestants - Church of England = symbol of English control - No bishop = no development</p> <p>Established Churches... - Gov's taxed people to support one particular Protestant denomination - Churches financed through gov. = established - Religious diversity helped end</p> <p>The Great Awakening... - Less emphasis on human sinfulness + perils of damnation - Movement characterized by fervent expressions of religious feelings among masses of people</p> <p>Jonathan Edwards... - Congregational Church at Northampton, Mass. - "Sinners in the Hands of an Angry God" - People had to repent to be saved</p> <p>George Whitefield... - In barns, tents + fields; stressed that faith in Jesus could save men - Taught that ordinary people w/ faith + sincerity could understand the gospels without depending on a minister</p> <p>Religious Impact... - Emotionalism became a common part of Protestant services - Division within churches (Congregational and Presbyterian) - "old lights" vs "new lights"; formation of Baptist + Methodist - Separation of church + state</p> <p>Political Influence... - Resulted in people realizing they didn't have to work through someone else to get what they wanted - 30 years later would challenge authority of King + his royal governors</p>	<p>Explain why there was so much conflict between and among so many religious groups. Religious groups had control over sections of government and schooling</p> <p>Defend the following statement with 3 pieces of evidence: The spirit of rebellion responsible for the American Revolution began in the First Great Awakening.</p> <ol style="list-style-type: none"> Principles of individual rights are shared value People realized they weren't dependent on higher authority just themselves + God Showed ordinary people could do more than they thought was capable

5. Cultural Life, pp 50-53

Key Concepts & Main Ideas	Notes	Analysis
<p>Many factors contributed to regional differences.</p> <p>Over time the colonies began to develop unique identity.</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>Cultural Life...</p> <ul style="list-style-type: none"> - Colonial population had grown & matured enough that the arts could flourish <p>Achievements in the Arts and Sciences...</p> <ul style="list-style-type: none"> - Adopted architectural & decorative designs from England <p>Architecture...</p> <ul style="list-style-type: none"> - Georgian style (widely limited in luxury, churches & public buildings) on eastern seaboard; one-room log cabin was common on frontier <p>Painting...</p> <ul style="list-style-type: none"> - Painted portraits of families - Benjamin West + John Copley <p>Literature...</p> <ul style="list-style-type: none"> - Most authors wrote on serious subjects - Religion = Cotton Mather + Jonathan Edwards - Politics = John Adams, James Otis, John Dickinson, Thomas Paine, Thomas Jefferson - Poetry = Phillis Wheatley - Ben Franklin = Poor Richard's Almanac <p>Science...</p> <ul style="list-style-type: none"> - John Bartram = botanist - Ben Franklin = electricity, bifocal glasses, stove <p>Education...</p> <ul style="list-style-type: none"> - Basic education limited; mainly for males <p>Elementary Education...</p> <ul style="list-style-type: none"> - Puritans = first tax-supported school - New England = required towns to establish schools - Middle Col. = church sponsored or private - South = parent taught <p>Higher Education...</p> <ul style="list-style-type: none"> - First colleges = sectarian (religious) - Puritans = Harvard - Anglicans = William & Mary - Congregationalists = Yale - College of Philadelphia only non-religious <p>Ministry...</p> <ul style="list-style-type: none"> - Christian ministry was the only profession to earn widespread respect <p>Physicians...</p> <ul style="list-style-type: none"> - Beginning doctors received little more training than assisting experienced ones - College of Philadelphia = first medical college <p>Lawyers...</p> <ul style="list-style-type: none"> - Need expanded after trade expanded & legal issues complicated - Lawyers earned fees and formed standards for signing lawyers - Earned respect equally for colonial rights - John Adams, James Otis, Patrick Henry <p>The Press...</p> <ul style="list-style-type: none"> - News & ideas circulated via postal system & local printing presses <p>Newspapers...</p> <ul style="list-style-type: none"> - Issued weekly; included ads, state state Gleanings, month-old European news - First contents placed by Ben Franklin <p>The Zenger Case...</p> <ul style="list-style-type: none"> - Allowed editor to criticize NY governor because info was true - Step away from censorship <p>Rural Folkways...</p> <ul style="list-style-type: none"> - Majority rarely saw newspaper or read book other than bible - Work all day; few surgeons - Not much light or heat (just stoves & candles) - South: card-playing & horse racing - Middle: Hunter going - New England: religious lectures <p>...continued on next page</p>	<p>How "American" was colonial art? To what extent does it illustrate the development of a new/different society?</p> <p>Colonial art was very "American" in that it illustrated the development of individual thinkers & leaders</p> <p>Compare the importance and opportunity of education in the North to that in the South. Why were these two regions so different when it came to education?</p> <ul style="list-style-type: none"> - People in the north were grouped closer together making it easier to build schools and attend - People in the south were spread further apart putting the pressure to educate on individual parents <p>Compare the social hierarchy of ministers, doctors, and lawyers in the colonial era to the modern era. Why the change?</p> <p>Ministers were thought of as the only people who had the power to bring real change, whereas now we have a better understanding of medicine, and more rights of law.</p> <p>List/Describe three ways the press influenced the development of the American identity.</p> <ol style="list-style-type: none"> 1. Provided voice for the people 2. Allowed for criticism of leaders 3. Brought about political/social change

<p>The political thought of the Enlightenment and greater religious independence and diversity created conflict between Britain and her colonies.</p> <p>Over time the colonies began to develop unique identity.</p>	<p>The Enlightenment... <i>Reasoning</i></p> <ul style="list-style-type: none"> - Movement to use reason <i>reasoning</i> to correct humanity's problems - John Locke, <i>Two Treatises of Government</i> - Sovereignty lies with people - "natural rights" <p>Emergence of a National Character...</p> <ul style="list-style-type: none"> - Exaggerated rights of free speech + press - Accustomed to electing representatives in colonial assemblies - Tolerated variety of religions - "Restless, enterprising, practical, & forever seeking to improve their circumstances." 	<p>How did the Enlightenment threaten the English empire?</p> <p>Enlightenment threatened the English empire by sharing about natural rights and emphasizing how sovereignty lies w/ the people</p>
---	---	---

6. Politics, pp 54-55

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>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>Politics</p> <ul style="list-style-type: none"> - Governor acting as chief executive - Separate legislature w/ing to adopt or reject laws <p>Structure of Government...</p> <ul style="list-style-type: none"> - 8 Royal colonies; gov. appointed by king (NH, Mass., NY, NJ, V, NC) - 3 proprietary colonies; gov. app. by proprietor (<i>SC, G, MD, Penn., Delaware</i>) - 2 popular vote (RI, CT) - legislature = two houses - Lower house (elected by vote) voted for or against laws - Upper house appointed by proprietor or crown (except RI and CT) <p>Local Government...</p> <p>New England = town met <i>meeting</i> to vote on issues</p> <p>South = law-enforcing Sheriff and other officials who served a county</p> <p>Voting...</p> <ul style="list-style-type: none"> - Only rich white men could vote - 18th cent. = Religious restriction removed in Mass. - House of Burgesses = restricted to certain families of wealthy landowners 	<p>Explain how and why colonies of the world's most powerful empire developed unique, independent system of governing.</p> <p>Each colony was founded in a different way, w/ different cultures & beliefs separated by an ocean from the crown</p> <p>Read Historical Perspectives on page 55. Which viewpoint do you agree with the most? Explain your choice.</p> <p>I believe colonial America was democratic because it gave a voice to its people unlike anywhere else. It was democracy in one of its earliest forms.</p>

Section 2: HIPP

"On Being Brought from Africa to America"

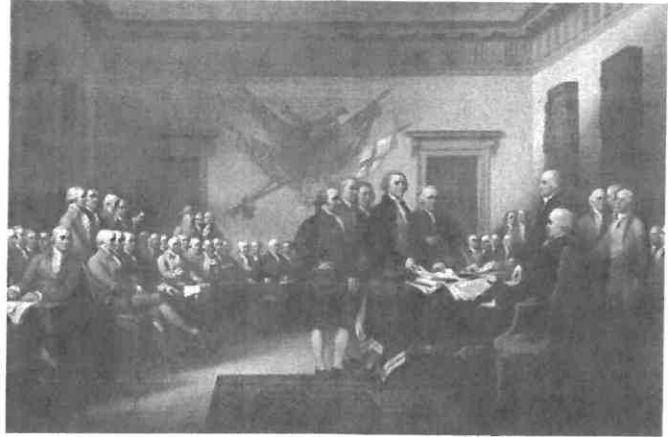
"'Twas mercy brought me from my pagan land
 Taught my benighted soul to understand
 That there's a God, that there's a savior, too;
 Once I redemption neither sought nor knew.
 Some view our sable race with scornful eye,
 'Their color is a diabolic lie.'
 Remember, Christians, Negroes black as Cain
 May be refined and join the angelic train."
 (1766, Phillis Wheatley)

<p>HIPP: Explain the historical context of the document as well as ONE of the IPP.</p> <p>Historical Context: The use of slaves in the Southern colonies is growing as plantations become more prosperous</p> <p>Intended Audience, Author's Purpose, or Author's Point of View: The Author's point of view as a black-skinned individual in that they are speaking from experience.</p>
--



← **John Singleton Copley** was a very talented painter who went abroad to help develop his skills, like most painters had to do. One of his most famous paintings is this portrait of Paul Revere.

John Trumbull also studied in Europe, and he did paint many of our founders. The signing of the Declaration of Independence is one of his most famous pieces.



Charles Wilson Peale was one of the best-known American painters of the eighteenth century and one of the few to make his career in the United States rather than Europe. Originally apprenticed as a saddler, he was forced out of that trade because he joined the Sons of Liberty and most of his customers were Loyalists. He then became interested in art and studied under John Singleton Copley in Boston and **Benjamin West** in London. West painted *Franklin Drawing Lightning from the Sky* →

← Peale painted Washington seven times, including this portrait.



How would you characterize American art based on these examples? Think **HIPP**!

HIPP: Explain the historical context of the document as well as **ONE** of the IPP.

Historical Context: American spirit and pride was growing as discontent with England grew due to taxation and other acts.

Intended Audience, Author's Purpose, or Author's Point of View:

The intended audience is revolutionist colonists who support American pride and are not aligned with the crown.

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, Wikipedia.org, College Board Advanced Placement United States History Framework, writing strategies developed by Mr. John P. Irish, Carroll High School, 12th edition of *American Pageant*, *USHistory.org*, *Britannica.com*, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating..