CHAPTER OVERVIEW
This chapter emphasizes the European settlement of North America. The Spanish, French, and English all established settlements that would later be sections of the United States. French and Spanish settlers mixed with the Indian population when building communities more than the British did. Differences in economies, ideological outlooks, and events in England also accounted for differences between the British colonies in the Chesapeake, New England, and the South. The colonists of New England built the most vital communities. Various self-government systems were set up but they were not democratic. Conflicting views in England as well as rivalry with France brought an attempt at tighter centralization of control under royal authority. Native Americans tried to use differences and rivalries to keep their cultures intact and limit their rivals. A series of wars weakened Indian control east of the Appalachians.

CHAPTER OBJECTIVES
After reading the chapter and following the study methods recommended, students should be able to:

1. List the European colonies established in North America and compare them in terms of community structure.
2. Compare the English colonies to each other in terms of location, reasons for establishment, economy, governmental structure, and ideology.
3. Explain the various conflicts between European countries represented in North America, between Indians and Europeans, between English colonies and the government at home.
4. Outline the impact on the Indians of the different European plantings of colonies in North America.
5. Making Connections: Explain how various English conflicts over religion from Henry VIII to William and Mary partly affected the settlement of North America.

CRITICAL THINKING/READING SKILLS

AMERICAN COMMUNITIES: Communities struggle with Diversity in Seventeenth-Century Santa Fe: What is the significance of Santa Fe as an American community? What was the ideological conflict between the Pueblos and Spanish? Why did the Pueblos depose Popé? What accommodation did they find?

THE SPANISH AND FRENCH IN NORTH AMERICA: What colonies did the Spanish and French plant in North America? What were their motivations? What was the “frontier of inclusion” policy that they followed?

New Mexico: Where was New Mexico? Why were the Spanish interested initially and what happened? Why did they stay? How did the different Indian groups react to Christianity? What was the economic base and what effect did it have on the Indians?
**The First Communities of New France:** Where were the first communities of New France? What was the motivating interest for the French? How did their relations with the Indians compare to the Spanish? What type of community did they develop?

**ENGLAND IN THE CHESAPEAKE:** Where were England’s first attempts to plant colonies and what were the results? How did war with Spain affect their efforts? What was the “frontier of exclusion” that the English followed?

**Jamestown and the Powhatan Confederacy:** Where was Jamestown and what was its significance? How and why was it established? What was the Powhatan Confederacy and how did the English and Indians relate to each other? What shifts occurred in Powhatan’s view of the English? What was the end result between the English and the Indians?

**Tobacco, Expansion, and Warfare:** What was the connection between tobacco, expansion, and warfare? Why did the English move toward exclusion? What were the results of the warfare?

**Maryland:** Who established Maryland as a colony? How was it different from Virginia? How was it similar?

**Indentured Servants:** What were indentured servants and who were they? How did they fare? Why did the English rely on this system? What slaves were present in the Chesapeake?

**Community Life in the Chesapeake:** What was the structure of community life in the Chesapeake at this point? How did women fare? How did Chesapeake communities compare to Spanish and French communities?

**THE NEW ENGLAND COLONIES:** What was the basis or motivation for the New England colonies compared to the Chesapeake?

**The Social and Political Values of Puritanism:** Who were the Puritans and what was the basis of their faith? How did their beliefs reinforce the concept of community? What prompted them to leave England?

**Early Contacts in New England:** Why was New England an unlikely spot for English colonies? What were the results of the early colonies? What effect did disease have on Indian resistance to English planting of colonies?

**Plymouth Colony and the Mayflower Compact:** What religious group founded Plymouth colony? What were their beliefs? What Indians were there and how did they react? In both financial and community terms, how successful was Plymouth? What happened by the mid-1600s?

**The Massachusetts Bay Colony:** What English group established the Massachusetts Bay Colony and why did they emigrate to various areas of the New World? What was the Great Migration and what areas and cities were settled? How did their joint-stock company charter lead to civil government? How did this civil government operate?

**Indians and Puritans:** How were Puritan relations to the Indians different from the French and Dutch. Why? What was the English view of land and how did this affect their relations with the Indians? What Indian resistance was there and how did disease affect it?

**New England Communities:** What was the nature of New England communities? How did this compare to the Chesapeake colonies? What was the New England economy based on originally and how and why did it change? What was the result of the change? How did various Puritan views of family and other institutions strengthen community?
The Politics of Gender in Massachusetts: What was the politics of gender in Massachusetts? How did it make New England different from the Chesapeake? Why were Puritans not actually “puritanical?” How were witchcraft scares connected to gender? Who were the typical victims in witchcraft scares?

Dissent and New Communities: What was the nature of the dissent and how did it lead to new communities? What various communities developed and what was the nature of the dissent in each case? What government and religious ideas resulted? How widespread were New England communities by the late 1600s?

THE RESTORATION COLONIES: What was the Restoration and how did this event connect to new colonies? What model were these colonies based on?

Early Carolina: Where was the Carolina Colony and what was its base? How did the northern part differ from the southern?

From New Netherland to New York: What was the New Netherland Colony and how did it become New York? What other European ethnic groups had the Dutch overtaken? What useful Indian alliance had the Dutch made and why? What was the result for both Indians and Dutch? What variety of people and religions were there? What was the basis of the government?

The Founding of Pennsylvania: How and why was Pennsylvania founded? What was Penn’s view of his colony and how did he set it up governmentally? How did he deal with the Indians? How successful would the colony be?

CONFLICT AND WAR: What were the major conflicts? What groups were they between? How did they extend?

King Philip’s War: Who was King Philip? What were the causes of King Philip’s War? Who was involved and what was the outcome? What side did the Iroquois take and why?

Bacon’s Rebellion: Who was Bacon and what were the causes of his rebellion? What was the outcome and long range significance for Virginia?

Wars in the South: What was the basis of conflict and war in the southern colonies? What various effects did it have on Indians, both as British allies and as allies of the Spanish and French?

The Glorious Revolution in America: What was the Glorious Revolution and how did it affect certain English colonies? How did the previous king, James II, set this in motion? What was the outcome of the Glorious Revolution in America?

King William’s War: What conflict was symbolized by King William’s War? What sides, both European and Indian, were involved? How did this affect the English view of control of the colonies? What was the result? What exceptions were made?

CONCLUSION: What transformation had taken place in North America between 1588 and 1701? How did this affect the Indians? What differences were there between Spanish, French, and English in colonial-Indian relations?
KEY TERMS/VOCABULARY

Identify the following terms:

1. Santa Fe
2. ethnographer
3. pope of San Juan Pueblo
4. Vasquez de Coronado
5. Juan de Onate
6. Samuel de Champlain
7. Port Royal
8. Quebec
9. Acadia
10. habitants
11. seignurs
12. courerus de bois
13. Sieur de la Salle
14. Montreal
15. Jesuits
16. Franciscans
17. James I
18. joint-stock company
19. Virginia Company
20. Jamestown
21. Powhatan
22. Algonquian
23. John Smith
24. Pocahontas
25. John Rolfe
26. Opechancanough
27. tobacco
28. House of Burgesses
29. Charles I
30. Maryland
31. proprietary colony
32. Calverts
33. House of Delegates
34. indentured servants
35. matriarchy
36. Puritans
37. Henry Hudson
38. Pilgrims
39. Mayflower Compact
40. Massasoit
41. Narragansets
42. sachem
43. Squanto
44. William Bradford
45. John Winthrop
46. “a city on a hill”
47. Massachusetts Bay Co.
48. Great Migration
49. General Court
50. Miles Standish
51. quitclaims
52. Pequot War
53. Wampanoags
54. Oliver Cromwell
55. “grammar” schools
56. Harvard College
57. “bundling”
58. Salem Witch Trials
59. Thomas Hooker
60. Fundamental Orders
61. Roger Williams
62. Anne Hutchinson
63. Samuel Gorton
64. Act of Trade and Navigation
65. Charles II
66. Restoration Colonies
67. Edict of Nantes
68. New Netherland
69. Beaver Wars
70. New Amsterdam
71. New York
72. William Penn
73. Society of Friends
74. Philadelphia
75. Chief Tammany
76. King Philip’s War
77. Metacomet
78. Bacon’s Rebellion
79. Culpeper’s Rebellion
80. mustees
81. Dominion of New England
82. Edmund Andros
83. Navigation Acts
84. Glorious Revolution
85. War of the League of Augsburg
86. King William’s War
87. English Board of Trade

STUDY SKILLS ACTIVITIES

1. Look at the chapter outline at the beginning of the chapter. Remember to make an outline work for you. At the very minimum, you should be able to recognize or identify every name in the main subheadings after you read the chapter.

2. Connections: Complete the chart on p. 34 to compare and contrast the Spanish, French, and English colonies.

3. Writing Activities:
   a. Using the comparative chart, information from Chapter Three, map exercises, and class discussions, examine the differences between the kinds of immigrants arriving in the colonies and the differences in the physical environment. How did this lead to two different British societies in the colonies?
b. If you were a potential colonist from England, which colony would you select to move to and why? Make an 8 1/2” x 11” poster to advertise your colony.
c. Read the documents pertaining to Chapter Three: Planting Colonies in North America. Take special note of “John Winthrop Defines the Puritan Ideal of Community” and “William Penn’s 1681 Plans for the Province of Pennsylvania.” Compare John Winthrop’s vision of a “city on a hill” to William Penn’s “holy experiment.”
d. Consider the chapter title term, “PLANTING.” Is this an appropriate metaphor? Identify or describe the planter, the seeds, growth of the plants, and the fertility of the soil.
e. Chapter Three lays the foundation for several historical connections you will learn in your studies. Identify Chief Tammany. Research and then trace the significance of Chief Tammany to Tammany Hall and its role in United States politics.

4. “At the Sound of the Beep”: One feature of seventeenth-century New England life with which most students are familiar is the Salem witchcraft scare. Have students in pairs research the trials. Relevant material on the crisis is available in Paul Boyer and Stephen Nissenbaum, *Salem Possessed* (Harvard, 1974) and Chardwick Hansen, *Witchcraft at Salem* (G. Braziller, 1969). Another source is the Internet. Due to the changing nature of the Internet verify this website before students use the site: [http:www.ibiscom/salem.htm](http:www.ibiscom/salem.htm). Assist students in composing a list of people involved in the trials. Then have students do the “At the Sound of the Beep” activity (p. 38).
<table>
<thead>
<tr>
<th>Founding Dates</th>
<th>Major Leaders</th>
<th>Indian Communities and Relationship/Conflicts</th>
<th>Economic Base</th>
<th>Other Items of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New France</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Colonies (just include earliest ones—early 1600s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Purpose: To assess your knowledge of the main figures of the Salem Witch Trials and the hysteria of the time period.

Product: Answering machine messages—a written script and an audiotape

Procedure: Imagine that during the time of the Salem Witch Trials, both telephones and answering machines were available. Given this scenario, you are to do the activities described below with a partner.

1. Create an answering machine message as a historical figure from your research. What message might be heard if we called that person?
2. Select three other historical figures and create messages that they would leave “at the sound of the beep.” Remember, your time is limited.
3. You are to write the script and actually tape your messages. You are required to turn in both the audiotape and the script.

Evaluation: You will be graded on originality, quality of content, proper diction, word choice, and enunciation.
MAP SKILLS/CRITICAL VIEWING ACTIVITIES

1. New Mexico in the Seventeenth Century
   a. Why were El Paso, Santa Fe and other Spanish towns of New Mexico mostly clustered near a river?
   b. What river?
   c. Why would the Spanish call the road to New Spain, Jornada del Muerto?

2. New France in the Seventeenth Century
   a. Where was the heart of New France?
   b. Locate Quebec, Port Royal, Montreal, Sault Ste. Marie
   c. How did the St. Lawrence River and the Great Lakes play an important role in French settlement?

3. European Colonies of the Atlantic Coast, 1607–1639
   a. Where was the first English colony in North America?
   b. What other groups arrived and where were they located?
   c. Be able to locate the colonies and the key rivers or water bodies.

4. The Restoration Colonies
   a. What new proprietary colonies were established after restoration?
   b. How and where were New Hampshire and Delaware formed?

5. The Spread of Settlement in The British Colonies, 1650–1700
   a. Into what areas did the British colonies continue to settle?
   b. What violent conflicts were precipitated by this settlement?
   c. By 1700 English settlements were basically connected from the Chesapeake to where?
   d. Which ones were more isolated?
   e. Locate the areas affected by these conflicts:
      1. Southern Indian Wars
      2. Bacons Rebellion
      3. King Philip’s War
      4. King William’s War

6. Population Growth of the British Colonies in the Seventeenth Century
   a. What conclusions can you make about the colonial population?
   b. What was the population in 1690?

7. Select an illustration from Chapter Three. Analysis of illustrations is part of the Advanced Placement Exam. Always read the captions of illustrations when you read the textbook. Example: Locate the illustration of Samuel de Champlain. Read the caption and look carefully at the illustration. Then answer the following questions:
   a. The French were allied with _____.
   b. Who were the allies of the Iroquois?
   c. What type of tree is in the background?
   d. Why is this significant?

8. Overview: Conflict and War: Use the Overview in Chapter Three to write a short essay titled “Trace the Development of Conflict in America between Native Americans and the Colonists.”

9. The Mayflower Compact, 1620
   Rewrite the Compact (see p. 44) using today’s language. Why is this document historically significant?
MAP ANALYSIS WORKSHEET

1. TYPE OF MAP (check one):
   _____ Raised relief map   _____ Topographic
   _____ Political map       _____ Contour-Line map
   _____ Natural resource map _____ Military Map
   _____ Bird’s-eye view     _____ Artifact map
   _____ Satellite photograph/mosaic _____ Pictograph
   _____ Weather map         _____ Other (   )

2. PHYSICAL QUALITIES OF THE MAP (check one or more):
   _____ Compass             _____ Handwritten
   _____ Date                _____ Notations
   _____ Scale               _____ Name of mapmaker
   _____ Title               _____ Other (___________________)
   _____ Legend (key)

3. DATE OF MAP: ________________________________________________________________

4. CREATOR OF MAP: _____________________________________________________________

5. WHERE WAS THE MAP PRODUCED? _______________________________________________

6. MAP INFORMATION
   A. List three things in this map that you think are important:

      1. ________________________________________________________________________
      
      2. ________________________________________________________________________
      
      3. ________________________________________________________________________
      
   B. Why do you think this map was drawn?

      ________________________________________________________________________
      ________________________________________________________________________
C. What evidence in the map suggests why it was drawn?

________________________________________________________________________

D. What information does the map add to the textbook’s account of event?

________________________________________________________________________

E. Does the information in this map support or contradict information that you have read about this event? Explain.

________________________________________________________________________

F. Write a question to the mapmaker that is left unanswered by this map.

________________________________________________________________________
When the Pilgrims finally anchored off Cape Cod in 1620, they knew they needed a plan to govern themselves. Before leaving ship, all 41 adult male Pilgrims signed the Mayflower Compact, an agreement that the Pilgrims would govern themselves. The Mayflower Compact became a model of self-government in North America.

In ye name of God Amen. We whose names are underwritten, the loyall subjects of our dread soveraigne Lord King James, by ye grace of God, of Great Britaine, France, & Ireland king, defender of ye faith, & c. Haveing undertaken, for ye glorie of God, and advancements of ye Christian faith and honour of our king & countrie, a voyage to plant ye first colonie in ye Northernne parts of Virginia, doe by these presents solemnly & mutuaily in ye presence of God, and one of another, covenant, & combine ourselsves togeather into a Civill body politicke; for our better ordering, & preservation & furtherance of ye ends aforesaid; and by vertue hereof to enacte, constitute, and frame such just & equall Lawes, ordinances, Acts, constituitons, & offices, from time to time, as shall be thought most meete & convenient for ye generall good of ye colonie: unto which we promise all due submission and obedience. In witnes whereof we have hereunder subscribed our names at Cap-Codd ye -11- of November, in ye year of ye raigne of our soveraigne Lord King James of England, France, & Ireland ye eighteenth, and of Scotland ye fiftie fourth. Ano Dom. 1620.
READING QUIZ

MULTIPLE CHOICE:

1. At the end of the sixteenth century, the only European powers directly involved in North America were the

2. Which one of the following was NOT an early part of the French colonial system?
   a. It was based on commerce.
   b. It was dispersed among the Indian communities.
   c. Christian conversion was seen as a supplement to Indian life.
   d. It was based on land ownership and exclusion.

3. Which one of the following is a RESULT of the other three?
   a. first commercial shipment of tobacco to England
   b. Opechancanough wars on Jamestown
   c. John Rolfe develops hybrid tobacco
   d. Virginia company makes headright grants

4. The Huron were to the French as the ______ were to the Dutch.
   a. Pokanokets          c. Iroquois
   b. Pueblos            d. Narragansetts

5. If you had been an indentured servant in the Chesapeake colonies in the mid-1600s, which one of the following would you have been MOST likely to be?
   a. a convicted criminal
   b. young, single, unskilled male
   c. a skilled craftsman
   d. a young, unmarried woman

6. The Puritans of England were so named because they were trying to:
   a. “purge” or separate themselves from the corrupt English Church.
   b. “pursue” religious tolerance for all Christian creeds.
   c. “purify” the English Church from within.
   d. “purport” or profess the principles of self-government.

7. Which one has the LEAST in common with the other three?
   a. William Bradford          c. Massasoit
   b. Separatists             d. Winthrop

8. Which one of the following is NOT properly paired?
   a. Separatists-Plymouth      c. Quakers-Pennsylvania
   b. Catholics-Maryland        d. Puritans-Rhode Island

9. Which one of the following is the RESULT of the other three?
   a. diversification of the New England economy
   b. decline of the immigrant market
   c. Oliver Cromwell’s Commonwealth
   d. a slackening of Puritan migration to New England

45
10. In his attitude toward Indians, Roger Williams had the MOST in common with

11. Which one of the following was NOT a Restoration Colony?
   a. Maine c. New York
   b. Carolina d. Pennsylvania

12. Culpeper’s Rebellion is to North Carolina as Bacon’s Rebellion was to
   a. South Carolina c. New York
   b. Maryland d. Virginia

CHRONOLOGY AND MAP QUESTIONS:

13. Which one of the following gives the correct order of these events:
   (1) Pilgrim Emigration (3) English founding of Jamestown
   (2) French founding of Quebec (4) Spanish in New Mexico
   a. 1,2,3,4 c. 3,1,4,2
   b. 4,1,3,2 d. 4,3,2,1

14. Which one of the following events is NOT correctly matched to the date of its occurrence?
   a. King Philip’s War—1675 c. The Pueblo Revolt—1680
   b. Bacon’s Rebellion—1676 d. King William’s War—1701

15. The restoration of the Stuart Monarchy had effects on the governing of colonies. The
    Restoration occurred in
   a. 1649. c. 1688.
   b. 1660. d. 1689.

16. The Spanish colonies in New Mexico clustered their towns around this river:
   a. Rio Grande c. Pecos
   b. Colorado d. San Juan

17. The heart of New France was along this water body:
   a. Bay of Fundy c. St. Lawrence River
   b. Great Lakes d. Albemarle Sound

18. The first English colony in North America was Virginia on
   b. Chesapeake Bay. d. Cape Hatteras.

19. The Dutch were to the Hudson River as the Scandinavians were to the

20. In 1704 the lower counties of Pennsylvania became the colony of

21. Which one of the following was NOT a new proprietary colony created by King Charles II
    after his restoration?
    a. New York c. New Jersey
    b. Pennsylvania d. Maine
22. By 1700, the English colonies had an unbroken line of settlement from the Chesapeake Bay to  
   a. Massachusetts Bay.  
   b. Albemarle Sound.  
   c. Charles Town.  
   d. Lake Ontario.

23. Which one of the following wars is NOT correctly matched to its major geographical location?  
   a. King William’s War/New York and New Hampshire  
   b. King Philip’s War/New England  
   c. Bacon’s Rebellion/Pennsylvania  
   d. Southern Indian Wars/Carolinas

SHORT ESSAY:

24. Describe the economic relations the French had with the Indians.
25. Describe the role of tobacco in the Virginia economy.

EXTENDED ESSAY:

27. Compare and contrast the French and Spanish experiences in the New World.
28. How did religious disagreements (both in Europe and in North America) lead to colonization in North America?
29. Contrast the Puritans and the Quakers.