

**Major Colonial Powers of North America**

*Mr. Rhinehart World History*

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**French  
(pgs 105-108)**

**Dutch  
(pgs 54-57)**

**Areas Colonized**

**Goals**

**Colonial  
Administration**

	<b>French (pgs 105-108)</b>	<b>Dutch (pgs 54-55)</b>
<b>Types of settlers</b>		
<b>Economy</b>		
<b>Native Interactions</b>		

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**Spanish**  
**(pgs 20-22, 16-17; Unit I slides)**

**English**  
**(handout)**

**Areas Colonized**

**Goals**

**Colonial  
Administration**

	<b>Spanish (pgs 20-22; handout)</b>	<b>English (handout)</b>
<b>Types of settlers</b>		
<b>Economy</b>		
<b>Native Interactions</b>		

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## **1705 Virginia Slave Code**

*Mr. Rhinehart AP US History*

1. What was the status of blacks originally in the British colonies? How did this change in the late 1600's/early 1700's? \_\_\_\_\_

\_\_\_\_\_

2. What did the 1705 VA slave code say about the legal status of black Africans imported into the country? \_\_\_\_\_

\_\_\_\_\_

3. What were the punishments imposed on slaves for the following offenses:

Rape or murder: \_\_\_\_\_

Robbery (and other major offenses): \_\_\_\_\_

\_\_\_\_\_

Associating with whites (and other minor offenses): \_\_\_\_\_

\_\_\_\_\_

4. What was the punishment for white slaveowners for killing a slave? \_\_\_\_\_

5. What effect did this code and its provisions have on the legal status and rights of African slaves, their position in society and within the slave system? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## **From Africans to African Americans**

*Mr. Rhinehart AP US History*

1. What gender were the majority of the first African slaves? Why? \_\_\_\_\_

2. How did the composition of the North American slave population change from the late 1600's to the mid 1700's? Why did this change occur? \_\_\_\_\_  
\_\_\_\_\_

3. What was life like on slave plantations in the South (for men and women)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. How did African create their own unique African American culture? What were some specific elements of this new culture? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ***Elements/practices:***

#1: \_\_\_\_\_  
\_\_\_\_\_

#2: \_\_\_\_\_  
\_\_\_\_\_

#3: \_\_\_\_\_  
\_\_\_\_\_



## Us & Them: The Silencing of Mary Dyer

Directions: Read the pages 6 - 13. Be sure to read all documents and insets contained within these pages. Answer each of the questions below.

1. Why was Governor Winthrop afraid of the ideas that Mary Dyer and Anne Hutchison were spreading?
2. Why did Puritans--themselves victims of religious persecution--persecute those who did not share their religious views?
3. People who are willing to sacrifice their lives for their beliefs are rare. Why do you believe Mary Dyer is not a well-known historical figure?
4. What kinds of issues and attitudes cause religious intolerance?

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Jonathan Edwards, *Sinners in the Hands of an Angry God***

*Mr. Rhinehart AP US History*

**Identify** (i.e. What is the source? Where and when was it created? By Whom?) \_\_\_\_\_

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**Analyze** (i.e. consider TWO of the following => Historical context, Purpose and intended audience, author's point of view, Type of Source, Argument & Tone)

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**Evaluate** (i.e. How did the source impact historical events or processes? Make a judgement about the position and ideas of the source relative to the time period or relate it to another source from the time period)

**\*\* Make sure to consider the impact of Edwards speech on colonial religious belief, cultural movements and unity in the colonies \*\***

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## 4 Major Regions of British Colonial Settlement

*Mr. Rhinehart World History*

Name: \_\_\_\_\_

Block: \_\_\_\_\_

### **Chesapeake Colonies**

(pgs 27-33 at end of Maryland; 89-93; 83-88)

### **Southern Colonies and Barbados**

(pgs 33-40; 89-93; 83-88)

**Colonies**

**Major Cities**

**Main Ethnic  
Groups**

**Government**

	<p style="text-align: center;"><b>Chesapeake Colonies</b> (pgs 27-33 at end of Maryland; 89-93; 83-88)</p>	<p style="text-align: center;"><b>Southern Colonies and Barbados</b> (pgs 33-40; 89-93; 83-88)</p>
<p style="text-align: center;"><b>Major Religions</b></p>		
<p style="text-align: center;"><b>Economic Activities (general and specific)</b></p>		
<p style="text-align: center;"><b>Native Relations (Specific Examples)</b></p>		

	<b>New England</b> (pgs 42-52; 89-93; 83-85)	<b>Middle Colonies</b> (pgs 53-61; 83-85; 89-93)
<b>Major Religions</b>		
<b>Economic Activities (general and specific)</b>		
<b>Native Relations (Specific Examples)</b>		

**4 Major Regions of British Colonial Settlement**

*Mr. Rhinehart World History*

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**New England**  
(pgs 42-52; 89-93; 83-85)

**Middle Colonies**  
(pgs 53-61; 83-85; 89-93)

**Colonies**

**Major Cities**

**Main Ethnic  
Groups**

**Government**

PURITANS/QUAKERS

Categories	PURITANS <i>pg. 45-47</i>	QUAKERS <i>pg. 57-60</i>
Religious Leaders		
Theological Beliefs		
Political Beliefs		
Areas/Patterns of Settlement		
Dealings with the Native Americans		

Name: \_\_\_\_\_

Block: \_\_\_\_\_

## **Captain John Underhill and Mystic Village**

*Mr. Rhinehart AP US History*

1. What does Captain Underhill attribute the Puritan victory at Mystic village to? Do you agree with his analysis? Why or why not? ? \_\_\_\_\_

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2. How many people died in the Mystic Village massacre? How do the Puritans feel about this? What does this show you about English regard for Natives? \_\_\_\_\_

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3. Compare the Native and English styles of warfare at this point

Natives: \_\_\_\_\_

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English: \_\_\_\_\_

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4. English and European accounts of the time period depict Natives as "savage" and "uncivilized" and the Puritans held themselves up as "A City on a Hill" Based on the account here do you believe that these contemporary depictions are accurate? Why or why not? \_\_\_\_\_

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Name: \_\_\_\_\_

Block: \_\_\_\_\_

## **Socratic Seminar: Was Native Conflict Inevitable in Colonial America?**

*Mr. Rhinehart AP US History*

**Directions:** In a Socratic seminar students will participate in a discussion based on a text, historical question or idea. The discussion will be guided by the teacher but will explore aspects of the text/question and how it relates to historical trends, patterns and or facts we have discussed in class. Students will be asked to refer back to the text and also to support ideas with information from the text and/or historical items we have discussed in the course up to the point of the seminar.

**Author's Thesis Paper:** In the seminar we will discuss two opposing points of view on a question of historical importance in US History. You will read two primary or secondary sources and be asked to answer a few questions on each source. We will then discuss the question in class during the Socratic Seminar, using the perspective of each author as a starting point for our discussion. For each source you need to determine the following:

The Thesis?

- What is the main argument of each author?

The Evidence?

- Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Critical Analysis?

- What do the sources add to your understanding of the topic? How does the author's ideas fit into other points of view or historical information as you understand it?
- What points are strongly made and well documented?

Final Analysis?

- Which of the sources makes the most convincing case and why?

**\*\* For each source complete the Thesis, Evidence and Critical Analysis sections (you only need to complete the Final analysis section once) \*\***

**Author's Thesis Paper: Was Native Conflict Inevitable in Colonial America?**

**Source #1 => *Peacable Kingdom Lost: The Paxton Boys and the Destruction of William Penn's Holy Experiment* by Kevin Kenny**

**Thesis:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evidence:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Critical Analysis:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**Source #2 => *Brothers Among Nations: The Pursuit of Intercultural Alliances in Early America, 1580 to 1660* by Cynthia Van Zandt**

**Thesis:** \_\_\_\_\_

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**Evidence:** \_\_\_\_\_

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**Critical Analysis:** \_\_\_\_\_

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