
Study Guide for “1.1 Columbus and Other Lost Europeans”

Dr. Price’s History 201 Classes

Terms

Christopher Columbus
Panfilo de Narvaez
Cabeza da Vaca
Tampico, Mexico
Tampa, Florida
Northwest Passage

John Smith
Juan de Fuca
Lewis and Clark
Atlantic Ocean
the Coastal Plain
The Appalachian Mountains
the Backcountry

Questions

1. Dr. Price argues that the “Age of Exploration” was dominated by lost European explorers who were searching for stuff that wasn’t there. Explain.
2. What was the “Northwest Passage”? Why was it important? did it exist?
3. Dr. Price explains that in colonial period of American development, the Atlantic ocean acted as a barrier, a road, and a resource. Explain.
4. How did the shape of the coastal plain, which runs from Cape Cod in the North to Western Georgia in the South influence settlement patterns and economic activity from New England to the Deep South?
5. How did the Appalachians influence expansion and settlement across eastern North America? What was the Backcountry, and why were the settlers there culturally different from the settlers on the coastal plain?

Study Guide for “1.2 The New World Before Columbus”

Dr. Price’s History 201 Classes

Terms

Bering Land Bridge
Siberia
Maya
Aztecs
Inca
pictographs
sun worship
human sacrifice
Mayan Calendar
Andes Mountains

llamas
alpacas
Cuzco
Atahualpa
Toltecs
Quetzalcoatl
Tenochtitlan
Algonquian
“Columbian Exchange”

Questions

1. The first “Americans” came to America some 40 to 20,000 years ago. Who were they and how did they get here?
2. The Mayans lived in Central America in what is today Guatemala, southern Mexico and Belize. What were they like? What had they achieved?
3. The Incas lived in the mountain valleys of the Andes in South America and had reached a fairly high level of civilization by about 1200. What was their civilization like, and how were they treated by the Spanish?
4. Discuss the rise of the Aztecs in Central Mexico. While the Aztecs reached a high level of civilization, they were thoroughgoing imperialists, expanding their power and control over their neighbors. Discuss their culture and society.
5. Discuss the live cycle of feast and famine that affected most native peoples in North America. how did they subsist.
6. The “Columbian Exchange” is the name that Anthropologists give to the exchange of goods and ideas the were transferred between native peoples in the Western Hemisphere and Europeans. What did the natives give to the Europeans? What did the Europeans give to the natives? This exchange had far reaching consequences for both sides.

Study Guide for “1.3 European Expansion”

Dr. Price’s History 201 Classes

Terms

Vikings

Iceland

Greenland

Vinland

Leif the Lucky

Eric the Red

Crusades

Franciscan missionaries

the Polos

Venice

Genoa

Florence

Portugal Spain

France

Treaty of Tordesillas

Francis I of France

Dutch West India Company

Dutch Netherlands Company

Manhattan Island

New Amsterdam

New York

Questions

1. Why did large scale exploration of the New World begin in the mid 1400s? Who were the players? How did the reopening of trade with the East in the 1200 and 1300s stimulate western exploration?
2. What factors appeared in the early 1400s that made extensive transoceanic exploration and trade possible?
3. What was the Treaty of Tordesillas? How did it stimulate Portuguese and Spanish trade? How effective was the treaty as more and more European states joined the exploration game?

Study Guide for “1.4 God, Gold and Glory”

Dr. Price’s History 201 Classes

Terms

Henry VIII

Catherine of Aragon

Anne Boleyn

Roman Catholic Church

Church of England

Anglicanism

“Supreme Head”

Edward VI

Mary “Bloody Mary” Tudor

Elizabeth I

The Elizabethan Compromise

Puritans

John Calvin

Pope Pius V

James I

Charles I

demographics

inflation

Philip II of Spain

mercantilism

Richard Hakluyt

A Discourse on the Western Planting

Questions

1. Historians of the colonization of the New World often cite “God, gold and glory” as the reasons for Spanish and Portuguese colonization efforts. What do they mean? What might be called the “Spanish model of colonization”? how does it differ from the “English model”? What, if any are the similarities?
2. Dr. Price argues that the three developments in England in the 16th century religious, demographic and nationalistic. Using evidence from the lecture, discuss.
3. By 1600, most English people were Protestant, and we might say characteristically English Protestant, in their religious beliefs and behavior. What trends prompted their Protestantism, and why might we characterize England’s Reformation as a sort of long running drama?
4. Between 1530 and 1600, the population of England nearly doubled. What effects did this fact have on England’s society and economy? How did the rapid growth in population, and its concurrent problems help to stimulate colonization?
5. By 1600, England viewed itself as a small island state surrounded by enemies. To what extent was this notion justified? Explain.
6. What is Mercantilism? How did it help to promote nationalism and economic competition and colonization?
7. Discuss Richard Hakluyt argument in his book, *A Discourse on the Western Planting*.

Study Guide for “1.5 Puritans and Pilgrims”

Dr. Price’s History 201 Classes

Terms

Puritan	Scrooby, England
Presbyterian	Pilgrims
Non-Separating Congregationalists	Leyden, Holland
Separating Congregationalists	Virginia Company
Church of England (Anglican)	<i>Mayflower</i>
Calvinist	<i>Mayflower Compact</i>
Predestination	Plymouth Colony
synod	Squanto
church elders	First Thanksgiving

Questions

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6. What is Mercantilism? How did it help to promote nationalism and economic competition and colonization?
7. Discuss Richard Hakluyt argument in his book, *A Discourse on the Western Planting*.

Study Guide for “1.6 Puritans of Massachusetts”

Dr. Price’s History 201 Classes

Terms

“a city on a hill”

Bible Commonwealth

elect

visible saints

John Winthrop

Massachusetts Bay Company

congregational independence

the “New England Way”

dissent

Roger Williams

“forced worship stinks in god’s nostrils”

“hiving out”

Rhode Island

Anne Hutchinson

Antinomianism

Wampanoags

King Philip’s War

Half-Way Covenant

James II

Dominion of New England

Sir Edmund Andros

Glorious Revolution of 1688

Salem

Witchcraft at Salem

Samuel Sewall

William Stoughten

spectral evidence

Questions

1. What was the Puritan’ and John Winthrop’s purpose for founding a bible commonwealth in the wilderness of New England?
2. According to Dr. Price, “In terms of religion, their plan succeeded so well that it failed.” What does that mean? What problems did Winthrop and company encounter as their Puritan experiment progressed? Especially focus on the problems of dissent and the dilemma between enforcing a religious utopia and the doctrine of congregational independence.
3. King Philip’s war was catastrophic for for both the Puritan colonists and the neighboring Wampanoags. What triggered the war? What were the consequences for both sides?
4. The Dominion of New England, created in 1686 by King James II caused no end of grief, especially in Massachusetts. What were the main points of contention between the good people of Massachusetts and Governor Edmund Andros? What events in England triggered a revolution against the governor and his cronies in New England in 1789?
5. Discuss the witchcraft panic and trials in Salem in 1691-1692. Who were the main players, bewitched and witches. Why did the leaders in Boston become interested and involved? Why did the trials become destructive to colonial agents in London and their negotiations with the Crown?
6. The Salem witchcraft controversy had been written about by more historians than you have had hot dinners. It seems that all kinds of historians, social scientists, feminists, anyone with a pet theory or an ax to grind, have felt the need to write about it. Using the online lecture as a basis, explain some of the various theories that have appeared on the subject.

Study Guide for “1.7 Virginia: From Gold to Sotweed”

Dr. Price’s History 201 Classes

Terms

Joint Stock Companies	slavery
The Virginia Company	royal colony
Jamestown	House of Burgesses
Captain John Smith	English gentry
Powhatan	public good
Algonquin	public will
Pocahontas	“vulgar herd”
sotweed (tobacco)	Lord Fairfax
John Rolfe	disinterested
indentured servitude	Bishop of London
headright system	Vestry

Questions

1. What were the advantages and disadvantages of joint stock companies. What kinds of ventures did the work well for, and why weren’t they a successful method of founding a colony?
2. Probably no colonists were worse equipped to start a successful colony than the Jamestown settlers. Explain.
3. Virginia was saved by sotweed. Discuss the discovery and growth of production of the noxious weed that saved the colony.
4. Although Virginia thrived, the Virginia Company failed. Why and what were the eventual consequences for the Virginia Colony?
5. Discuss various methods employed to lure new immigrants to Virginia. Why was it necessary to do so? How did slavery eventually replace indentured servitude and other methods of acquiring colonists?
6. Discuss the difference between the public will and the public good. Do these terms still apply to modern politics? If so how so?
7. How democratic was Virginia? What did New Englanders think about that question? How did deference play a role in Virginia politics?
8. In some ways, the Anglican Church establishment came to resemble the Congregationalist system in Massachusetts. What part did the vestry play in this development.

Study Guide for “1.8 Colonial Slavery”

Dr. Price’s History 201 Classes

Terms

West Africa

manumission

Spain

Roman Law

Portugal

Common Law

Middle Passage

Roman Catholic Church

Latin slavery

Anglo-American slavery

Questions

1. Why was there so much difference between the “culture of slavery” in Latin colonies (Spanish and Portuguese) and Anglo-American colonies?
2. Who (what countries or regions) was involved in the slave trade from the 16th century until around 1800?
3. What was the Middle Passage, and what was it like for the human cargo?
4. Several historians have written that the first Africans who were sold in Virginia seem to have only served for a term of seven years, and then became free planters themselves. Quite simply put, the English colonists had no legal or cultural precedents for life servitude. Discuss the evolution of slavery in Virginia as Virginians learned and legislated an institution of life servitude.

Study Guide for “1.9 The Colonies in 1763”¹

Dr. Price’s History 201 Classes

Terms

French and Indian War

Seven Year’s War

royal colonies

colonial charter

royal governor

royal council

assembly

House of Burgesses

General Court of Massachusetts

absolute monarchies

king in Parliament

Glorious Revolution of 1688

William and Mary

constitutional monarchy

“Nursing Fathers”

Hanoverians

Parliament

virtual representation

Questions

1. What were his Majesty’s colonies in North America like in 1763? how many colonists lived here? Where did they live? Why were cities so important if so few Americans lived there? Draw a picture of what the colonies looked like.
2. What did colonial government look like? Describe it.
3. What did Englishmen on both sides of the Atlantic believe should be the purpose of government? How did their ideas differ from Spanish or French assessments of the purpose of government?
4. In 1714, a German family of rulers, the Hanovers, became the ruling family of great Britain. Describe their reputation as benevolent rulers, “nursing fathers.” What did Englishmen believe that appropriate duties of a good ruler to be?
5. Dr. Price notes that, “there were two problems with colonists’ interpretation of their constitution and their place in the British Empire.” What were those problems and how did they complicate British administration of his Majesty’s colonies in North America?

¹ The online notes for this lecture is to be found as the first lecture PDF on the Unit 2 web page.