

APUSH: Colonial Era Review – KEY

1. Compare Spanish, French, Dutch, and English colonization in North America with respect to Native American relations, population characteristics, economics, government, and religion.
 - a. Native relations:
 - i. Spanish:
 1. Requerimiento: proclamation that told Natives they must accept Spanish rule and Catholic faith or be killed or enslaved; way to justify murder and enslavement
 2. Encomienda: awarded to successful conquistadors; right to use labor of conquered Indians. In exchange, conquistador was supposed to teach natives Spanish and convert them to Catholicism. Relationship supposed to be reciprocal, but slavery.
 3. Missionaries, like Bartolome de Las Casas, protested treatment of Natives, resulting in Indian slavery being replaced by African slavery in New Spain
 4. New Mexico: Pueblo Revolt
 - a. Drought and epidemics brought a revival of native religion, which was brutally suppressed. Pope led most successful native revolt driving Spanish out of NM. Pope ordered destruction of everything Spanish creating divisions that allowed Spanish to return, but Spanish showed more tolerance of native practices
 5. Mestizo: mixture between Spanish and Native Americans
 - ii. French:
 1. Fur trade creates mutual dependence/more equal relationship. As a result, Jesuit missionaries must adopt Native practices to Christianize
 2. Beaver Wars
 - iii. Dutch: fur trade
 - iv. English:
 1. Mostly: take over land and massacre (e.g. Anglo-Powhatan Wars, Pequot Massacre, King Philip's War/Metacom's Rebellion)
 2. Praying Indians in New England
 - b. Population characteristics:
 - i. Spanish and French: mostly men leading to intermixture btwn Spanish and native Americans (mestizo and metis); in Spanish colonies this leads to the caste system
 - ii. English:
 1. New England: families immigrate leading to a more stable society
 2. Chesapeake: mostly men in the beginning leading to more power for women
 - iii. Dutch: diversity because trading center
 - c. Economics:
 - i. Spanish: silver, plantations
 - ii. French: fur trade
 - iii. Dutch: fur trade
 - iv. English:
 1. New England: shipping and farming
 2. Middle Atlantic: farming
 3. Chesapeake and Southern: tobacco, rice, and indigo
 - d. Government
 - i. Spanish and French: direct royal control
 - ii. English: salutary neglect; colonization took place by private companies and groups who received a charter from the king or by proprietors given land by the king
 - e. Religion:
 - i. Spanish and French: Catholic
 - ii. Dutch and English: Protestant

2. Compare New England, Middle Atlantic, Chesapeake, and Southern Colonies with regard to motivation for settlement and impact of that motivation on society, population characteristics, economics, government, religion, and Native American relations.
 - a. Motivation for settlement:
 - i. New England, PA (Middle Atlantic), MD (Chesapeake): religious freedom
 - ii. All others: economics
 - b. Impact of motivation on society
 - i. New England: brought men and women creating more stable society, education to prepare people for conversion experience, compact communities centered around church, hardworking because success a sign of election so prosperous early on with a short starving time and high life expectancy, representative government because “Congregationalists”, patriarchal society, protected poor
 - ii. Chesapeake: mostly men giving women more power, long starving time because looking for gold led to imposition of martial law; later tobacco led to reform and representative government and eventually royal control, dispersed settlement, income disparity, indentured servants and slavery
 - c. Economics:
 - i. New England: shipping and trade
 - ii. Middle Atlantic: farming, especially wheat
 - iii. Chesapeake: tobacco
 - iv. Other Southern colonies:
 1. NC: tobacco and shipping goods
 2. SC, GA: rice, indigo, and sugar
 - d. Government: all eventually representative
 - e. Religion:
 - i. New England: Puritan and Pilgrim
 - ii. Middle Atlantic: PA-Quaker and Anglican, NY – diversity, NJ – Puritan and Anglican
 - iii. Chesapeake: VA – Anglican, MD – mainly Anglican but also Catholic
 - iv. Southern: Anglican
 - f. Native American relations: all bad
3. Define mercantilism. Describe the provisions of the Navigation Acts and explain how they implement mercantilism. Describe the role of the colonies and trans-Atlantic trade.
 - a. Mercantilism: There is a fixed amount of wealth in the world. To ↑ wealth, a country needed a “favorable balance of trade” (more exports than imports). To do this, you need colonies to supply the raw materials the mother country does not have and to be a market for the manufactured goods of the mother country.
 - b. Navigation Acts:
 - i. Goal: make colonies supply raw materials to England and buy manufactured goods from England
 - ii. Provisions:
 1. All trade with colonies must be carried on English ships. “English” = owned by English with predominately English crew; colonists are English
 2. “Enumerated goods” (most valuable raw materials like sugar, tobacco, rice, and indigo) could be traded only to England or another English colony
 3. Imports to colonies had to stop in England 1st to pay a tax/customs duty before being sold in the colonies Goal is to make foreign products more expensive relative to English products so colonists will want to buy English manufactures
 - c. Prohibited colonial manufacturing that competed with manufacturing in the mother country. Examples: Woolens Act, Hat Act, Iron Act (1750)

4. Identify the consequences of the Enlightenment and the Great Awakening on the English colonies.
 - a. Enlightenment:
 - i. Enlightenment ideas (like social contract theory and that people can understand the world around them and use that understanding to better their lives) underlie the arguments for the American Revolution and shape the government of the United States.
 - ii. GA: started as an Enlightenment experiment
 - b. Great Awakening: be empowering people to question clergy it empowers ordinary people to question authority