**EXAMINATION ONE 1301 STUDY GUIDE**

1. Know the origin of the first humans in the Americas.—Twenty thousand years ago, the Earth’s climate was considerably colder than it is today. Huge glaciers more than a mile thick, extended as far south as the present states of Illinois and Ohio and covered broad sections of western Canada. Much of the world’s moisture was ice, and the oceans dropped hundreds of feet below their current levels. The receding waters (low sea levels) exposed a land bridge connecting modern-day Eastern Siberia to Alaska. The Asian nomadic hunters followed the giant mammals on which they depended across this corridor known as Beringia. As the climate became warmer and melting huge glaciers, the sea level rose and covered the corridor trapping the hunters on the side of the Americas. Over time the people spread out, eventually reaching the southern tip of South America. The lifestyles of the nomadic hunters changed to hunters/gatherers, and later sedentary farmers domesticating plants and animals, most notably the dog.
2. How did the Agricultural Revolution change Native American societies?—As the food supply increased, the Native American population expanded. More and larger villages were constructed that were governed by defined hierarchies of elders and kings. Religious beliefs became ordered around elements of nature such as the sun, moon, rain, and the seasons. Work roles increasingly became separated by gender with men hunting, fishing, and preparing the fields for crops while women engaged in child rearing, planting, weeding, food preparation, and harvesting.
3. What are the theories concerning Native American non-resistance to disease?—

The material culture of the Paleo-Indians differed little from that of the Stone Age peoples found in Asia, Africa, and Europe. In terms of human health, however, something occurred on the Beringian tundra that forever altered the history of Native Americans. For reasons that remain obscure, the members of these small migrating groups stopped hosting communicative diseases--smallpox and measles being the deadliest--and although Native Americans experienced illnesses such as tuberculosis, they no longer suffered the major epidemics that under normal conditions would have killed a large percentage of their population every year. The physical isolation of the bands may have protected them from the spread of contagious disease. Another theory notes that epidemics have frequently been associated with prolonged contact with domestic animals such as cattle and pigs. Since the Paleo-Indians did not domesticate animals, not even horses, they may have avoided the microbes that caused virulent European and African diseases. Whatever the explanation for this curious epidemiological record, Native Americans lost inherited immunities that later might have protected them from many contagious germs. Thus, when they made contact with Europeans and Africans, Native Americans had no defense against the great killers of the Early Modern world. Medical researchers have discovered dislocations resulting from war and famine made the Indians even more vulnerable to infectious disease.

1. How did the Native Americans adapt to their environments?—a. Pacific Northwest (Chinooks, Nez Perce, and Nootka)-relied primarily upon salmon fishing; b. Great Plains (Kiowa, Comanche, Sioux, Cheyenne, Pawnee, and Arapaho)-hunted wild animals in set territorial boundaries; c. Desert Southwest (Navajo, Ute, Hopi, Zuni, and Apache)-farmed the land through use of irrigation because the very dry (arid) climate created a scarcity of animal life which limited hunting; d. New England and Mid-Atlantic (Micmac, Abenaki, Iroquois, Wampanoag, Patuxet, and Pamunkey)-relied upon hunting, fishing, and gathering due to their cold, harsh climate, and relatively short growing season; e. Southeast (Cherokee, Chickasaw, Shawnee, Choctaw, Creek, and Tuscarora)-were primarily agricultural because the warm climate, long growing season, and rich thick topsoil were conducive to farming, and f. Gulf Coast (Natchez and Seminole)-lived like the fisher peoples of the Pacific Northwest because the sea offered a bountiful harvest of seafood.
2. Know the great civilizations of Mexico and South America. How did the Aztecs and Mayas differ from one another?-The great civilizations of Mexico and South America include the Aztec in central Mexico, the Maya on the Yucatan Peninsula, and the Incas in the Andes Mountains. a. The Aztecs (the Mexica) moved southward from northwest Mexico and eventually took control of central Mexico, subjugating neighboring societies along the way. These conquered peoples would pay tribute (taxes) to the Aztec emperor, be enslaved, and sacrificed to their gods. The Aztec ritual killings were connected to the agricultural cycle because they believed the blood of their victims possessed extraordinary fertility powers. Aztec society was very rich and rigidly stratified into hereditary classes consisting of warriors, priests, merchants, and slaves. The capital city was constructed on a former island named Tenochtitlan. b. Mayan cities were large and contained pyramids and temples. The Maya were an educated people. They created the first system of hieroglyphic writing in North and South America, developed a system of complex mathematics, and studied astronomy. Mayan mathematicians discovered the number zero before Europeans, and Mayan astronomers could calculate the beginnings of eclipses and the seasons as accurately as Europeans. Mayan scholars developed a calendar that was the most accurate in the entire world at that time. Their society was highly stratified into various classes of kings, priests, merchants, and slaves, but no warrior class (although they did engage in warfare). Their religious practices made use of blood sacrifice.
3. Why were the Inca considered to be the most sophisticated of all Native American civilizations?--The Inca were considered to be wealthier than the Aztecs. Inca society, like that of the Aztecs, was militant. All young males were required to undergo military training, become warriors, protect the empire, and the Inca emperors who were believed to be gods. All wealth belonged to the ruler. While the chiefs and warriors lived more comfortably than did most other people, Inca society took care of the less fortunate in their midst. They believed their government should take care of the elderly, poor, and ill. The Inca government operated on a type of welfare system that enabled the physically handicapped, the mentally ill, and individuals suffering from chronic illness to have an adequate lifestyle.
4. In present-day America were many indigenous societies. Describe the Anasazi and compare them to the Native American empires of Mesoamerica (today’s Mexico and Central America).—The best known of the Southwest Pueblo cultures were the Anasazi (Ancient Ones). They developed extensive settlements in the Four Corners region where the modern-day states of Arizona, New Mexico, Colorado, and Utah meet. Unlike the Aztecs and Incas, Anasazi society was remarkable for not having a rigid class structure. The religious leaders and warriors worked much as the rest of the people did, and the Anasazi engaged in warfare only as a means of self-defense. Toward the end of the thirteenth century, a lengthy drought and the aggressiveness of Indian peoples migrating from the north led to the disappearance of Anasazi society.
5. Who were the Adena and Hopewell peoples? Who later replaced them? What was the name of the city associated with this culture?—The Adena and Hopewell peoples or “Mound Builders” lived in the Ohio River valley. Most of their diet came from agriculture. They grew tobacco for ceremonial functions. Their fascination with death led them to build elaborate burial sites such as the Great Serpent Mound in Ohio. In time this group gave way to the Temple Mound Builders (also known as the Mississippian Peoples). They relied heavily upon agriculture and were great traders. They constructed large cities including Cahokia in Illinois in which 75,000 people lived among 85 large temples. What were the reasons for their disappearance?—Yet however advanced the Native American cultures of the southwest and Mississippi Valley may have been, both cultures disappeared mysteriously just before the arrival of the Europeans. Some scholars have suggested that climatic changes coupled with continuing population growth, put too much pressure on food supplies; others insist that chronic warfare destabilized the social order. It has even been argued that diseases carried to the New World by the first European adventurers ravaged the cultures. The breakdown of Mississippian culture caused smaller bands to disperse, construct new identities, and establish different political structures.
6. What is the historical significance of the Eastern Woodland Cultures?—Upon their arrival to the northeast region of the Atlantic coast, seventeenth century English settlers encountered the Algonquian-speaking peoples. They lived in the coastal region of present-day North Carolina to Maine. Included in this large linguistic family were the *Powhatan* of Tidewater Virginia, the *Narragansett* of Rhode Island, and the *Abenaki* of northern New England. (Their Southeast neighbors, including the *Creek*, belonged to a separate language group (Muskogean); the Indians of the eastern Great Lakes region and upper St. Lawrence Valley spoke Iroquoian dialects.)
7. What were the four ways Europeans attempted to change Native Americans into their ethnocentric image? ETHNOCENTRIC (ETHNOCENTRISM) IS A SOCIOLOGY TERM BY WHICH SOMEONE FEELS HIS OR HER ETHNIC GROUP IS THE "CENTER OF THE SOCIAL UNIVERSE AND EVERYONE SHOULD BE LIKE THEM." —a. Ethnocentric Europeans tried repeatedly to “civilize” the Indians. In practice that meant persuading natives to dress like the colonists, attend white schools, live in permanent structures, and most importantly, accept Christianity. The Indians listened more or less patiently, but in the end, they usually rejected European values. b. The white settlers’ educational system proved no more successful than their religion was in winning cultural converts. Young Indian scholars deserted stuffy (boring) classrooms at the first chance. The Iroquois leaders found that boys who had gone to school were “absolutely good for nothing, being neither acquainted with the true methods of killing deer, catching Beaver, or surprising an enemy.” c. Even matrimony seldom eroded the Indian’s attachment to their own customs. When Native Americans and whites married—unions the English found less desirable than did the French or Spanish—the European partner usually elected to live among the Indians. d. Impatient settlers who regarded the Indians simply as an obstruction to progress sometimes developed more methods, such as enslavement, to achieve cultural conversion. Again, from the white perspective, the results were disappointing. Indian slaves ran away or died. In either case, they did not become Europeans.
8. How did the English alter the independence of the Indians? (Hint: land, commerce, and disease)—Over time, cooperative encounters between the Native Americans and Europeans became less frequent. The Europeans found it almost impossible to understand the Indians’ relation to the land and other natural resources. English planters cleared the forests and fenced the fields and, in the process, radically altered the ecological systems on which the Indians depended. The European system of land use inevitably reduced the supply of deer and other animals essential to traditional native cultures. The Indians welcomed European commerce, but they discovered that the objects they most coveted inevitably brought them into debt. To pay for the trade goods, the Indians hunted more aggressively and even further reduced the population of fur-bearing mammals. Commerce eroded Indian independence in other ways. After several disastrous wars, the natives learned that demonstrations of force usually resulted in the suspension of normal trade on which the Indians had grown quite dependent for guns and ammunition, among other things. It was disease that ultimately destroyed the cultural integrity of many North American tribes. European adventurers exposed the Indians to bacteria and viruses against which they possessed no natural immunity. Smallpox, measles, and influenza decimated the Native American population. Other diseases such as alcoholism took a terrible toll.
9. What were the names of the major African empires prior to the arrival of the Europeans? Why was it possible for Europeans to take slaves from Africa in the 15th century (1400s)?—The major African empires were Ghana (reign of Tenkamenin), Mali (ruled by Mansa Musa), and Songhay (led by Sonni-Ali and later Askia Mohammed upon Sonni-Ali’s death). Religious strife, wars, and geographic/climatic changes made European invasion/slavery possible.
10. How was slavery practiced in West Africa?—Slavery had existed for many centuries in West Africa. Some people were put in bondage as security for debts, sold into servitude by their kin for food in times of famine, while still others were war captives. Although treated as property and exploited as agricultural laborers, slaves usually were considered members of the society that had enslaved them and sometimes were treated as kin. Most retained the right to marry, and their children were often free.
11. Who were the first Europeans to reach the West African coast? How did they overcome the difficulty to return to their homeland?—The first Europeans to reach the West African coast by sail were the Portuguese. It was not difficult to sail south from Portugal to West Africa, but it was difficult returning. By constructing a new type of ship, one uniting European hull design with lateen (triangular) sails from the Middle East, Portuguese caravels were able to navigate successfully against African winds and currents. During the fifteenth century, Portuguese sailors discovered that by sailing far to the west, often as far as the Azores, they could, on their return trips to Europe, catch a reliable westerly wind.
12. Before bringing slaves to the New World, where were slaves taken and why?—Even before Europeans colonized the New World, the Portuguese were purchasing almost a thousand slaves a year on the West African coast. The slaves were frequently forced to work on the sugar plantations of Madeira (Portuguese) and the Canaries (Spanish). These were the Atlantic islands on which Europeans experimented with forms of unfree labor that would later be more fully and more ruthlessly established in the American colonies. By the late 1600s, Portugal, France, Britain, and the Netherlands had well established African trade routes including trade in slaves. (gold,ivory,slaves=wealth )
13. What is ***Reconquista***?—The ***Reconquista*** was the re-conquering (reclaiming) of the Iberian Peninsula (Spain and Portugal) from Muslim invaders. Muslims conquered the Iberian Peninsula in 711 AD and over the succeeding centuries built the most sophisticated and highly cultivated society in Europe. Beginning in 1250 AD, Iberian Christian crusader knights from the north sought to reclaim Iberia in a struggle lasting 250 years. The final phase of the *Reconquista* began in 1469 AD with the marriage of Ferdinand of Aragon and Isabella of Castile. This marriage of the two most powerful Spanish kingdoms provided the impetus for an offensive against the last Muslim stronghold, Granada. In 1492 AD, this kingdom fell resulting for the first time in centuries the entire Iberian Peninsula united under Christian rulers.
14. Who were the Conquistadors?—During the Reconquista (reclaiming/reconquering the Iberian Peninsula from Muslim invaders), thousands of Jews and Moors were driven from the country. Indeed, Columbus undoubtedly encountered these people as he was preparing for his famous voyage. From this volatile social and political environment came the Conquistadors, eager for personal glory and material gain, uncompromising in matters of religion, and unswerving in their loyalty to the crown. They were prepared to employ fire and sword in any cause sanctioned by GOD and king, and these adventurers carried European culture to the most populous regions of the New World.
15. What is the Bubonic Plague or “Black Death?”—The likely cause of the epidemic—plague—was enzootic: that is, the microbe causing it survived within an animal host, in this case a large rodent called the Tarbagan marmot that lived on the high plateaus of central Asia. The microbe moved from the tarbargan to other animals (gray rats in particular) and to human beings through the bites of the tarbagan fleas. Building trade routes along which rats, fleas and microbes could travel together from host to host invited disaster. From China, European trading vessels brought the rats to ports from which the rats disembarked and spread the disease in overcrowded and unsanitary cities, towns, and villages. Europe lost 1/3 of its population in the 1360s and 1370s.
16. What were the factors that led to European exploration?—After surviving the Bubonic Plague, Western Europe emerged from the Dark Ages. Several developments occurred that eventually played a role in European exploration of territory lying westward across the Atlantic Ocean including: (a.) The opening of trade routes with Asia during the 14th century. (b.) The development of a new economic system, capitalism, that eventually replaced feudalism. (c.) The growth of urban areas. (d.) The rise of the modern nation-state
17. How important were spices to Europeans?—In addition to silks and jewels from India and China, spices were the most important part of the Euro-Asian trade relationship. During the Middle Ages, spices were literally worth their weight in gold. Wealthy Europeans believed spices were necessary for a comfortable life. Spices slowed spoilage, relieved the bland taste of local foods, and hid the poor quality of meat before the development of refrigeration. Most of the spices like *cinnamon, cloves, black pepper, and nutmeg* were in Asia.
18. Why were the nation states important to European exploration? Know the nation states and their rulers.—The formation of the nation states was critical to the beginning of European exploration. Without a centralized government with the power to raise tremendous sums of money, Christopher Columbus and other early navigators could not have secured sufficient financial backing to undertake the long, expensive voyages across the ocean. The nation states and their rulers are: (a.) Spain-Ferdinand of Aragon and Isabella of Castile, (b.) Portugal-John I, (c.) France-Louis XI, and (d.) England-Henry VII
19. What is the Treaty of Tordesillas?—Due to the colonial success of Spain and Portugal, Pope Alexander VI stepped in to prevent a potential war between the two kingdoms. To clarify the territorial claims of the two countries, the treaty established an imaginary line (Line of Demarcation) running north and south through the mid-Atlantic. Everything east of the longitude 46 30 including the chunk of South America that would become Brazil, would belong to the Portuguese, everything west, to the Spanish.
20. What is an encomienda system?—After the Spanish conquerors dominated the Aztecs (Hernando Cortes) and the Incas (Francisco Pizarro), the Spanish monarchs had to bring the conquistadores under control. The king solved the problem with the encomienda system. The king rewarded the military leaders with Indian villages that granted to the colonizers a portion of Indian labor to be used to build colonial structures such as farms, buildings, and irrigation systems. The Encomenderos (landlords) were to provide the people with legal protection and religious guidance. The system cruelly exploited Indian laborers.
21. What religion did the Spaniards bring with them? What were the orders within the faith and what did they mean to Native Americans? Who was the person that tried to speak on behalf of the Native Americans?—The Spanish brought Catholicism to the New World. The Dominicans and Franciscans, the two largest religious orders, established Indian missions throughout New Spain. Some friars tried to protect the Native Americans from the worst forms of exploitation. One courageous Dominican, Friar Bartolome de las Casas, published an eloquent defense of Indian rights, *“Historia de las Indias”*, which questioned the legitimacy of European conquest of the New World. His work provoked heated debate in Spain resulting in the crown initiating reforms designed to bring greater “love and moderation” to Spanish-Indian relations. THE DOCUMENTED ATROCITIES OF THE SPANIARDS AGAINST THE INDIGENOUS PEOPLE AND HOW OTHER EUROPEANS WOULD BETTER TREAT THEM IF GIVEN THE CHANCE TO GET INTO NEW SPAIN
22. Know the members of Spanish colonial society.—The Spanish expressed great interest in the blending of Africans, Native Americans, and Europeans. Spanish colonial society consisted of: (a.) Spaniards (also known as “Peninsulares”) and their children, the Creoles(called by the spaniards) (or criollos meaning Europeans born in the New World). (b.) (called by the Spanish, Mestizo (1/2 Spanish and 1/2 Native American). (c.) Mulatto (1/2 Spanish and ½ African). (d.) Africans representing the various nations on the African continent. (e.) Zambiago (1/2 African and ½ Native American). (f.) Native Americans representing the various nations of the indigenous people. There were many other categories within this blended culture including Castizo, Morisco, Chino, Salta altias, Coyote, Cimarron, and Lobo. MESTIZO MALE 1/2 SPAN 1/2 NAT AMER CON ESPANOLA=CASTIZO. CASTIZO MALE 3/4SPAN 1/4 NAT AMER. CASTIZO MALE CON ESPANOLA=ESPANOL. MULATTO MALE 1/2 SPAN 1/2 AFRICAN CON ESPANOLA=MORISCO. MORISCO MALE 3/4 1/4 AFRICAN. MOSRISCO MALE CON ESPANOLA=CHINO.

PHENOTYPE CHARACTERISTICS-PHYSICAL CHARACTERISTICS THAT CAN BE OBSERVED WITH THE NATURAL EYE: EYE, LIP, AND NOSE SHAPE, HAIR COLOR AND TEXTURE, SKIN COLOR, ETC...

SACATRA-7/8 BLACK AND 1/8 WHITE, GRIFF(E) 3/4 BLACK AND 1/4 WHITE, MULATTO 1/2 BLACK AND 1/2 WHITE, MULATTO HAS A CHILD WITH A WHITE PERSON, THE CHILD IS A QUADROON 3/4 WHITE AND 1/4 BLACK, QUADROON AHS A CHILD WITH A WHITE PERSON, THE CHILD IS AN OCTOROON 7/8 WHITE AND 1/8 BLACK

1. Who replaced Native Americans as the prime labor force of New Spain? How was some of the brutality eased against these people?—Because Native American death rates hurt Spanish labor demands, Africans were imported to New Spain in 1501 to mine precious metals and raise sugarcane, coffee, and tobacco. The slaves were literally worked to death. One history source claimed 25 million Africans were sent to the Americas. In order to protect the slaves: (a.) Spanish law and Catholic authority forbade brutality (at least in theory). (b.) Since the church wanted all souls to be saved (including slaves), slave marriage was recognized as a sacrament and kept families together. (c.) Under Spanish law, slaves could buy their freedom. (d.) Skin color gradation played a role as well: the lighter one’s skin, the better their treatment. The lighter skin Blacks were more often than not, the children of slaveholders.
2. Why was it difficult for France to establish an empire on the North American continent? (hint: Crown/royal officials, peasant’s perception of the land, men/women ratio, geography/crown officials/ court favorites)—The French dream of a vast American empire suffered from serious flaws. The Crown remained largely indifferent to Canadian affairs. Royal officials stationed in New France received limited and sporadic support from Paris. An even greater problem was the decision to settle what seemed to many rural peasants and urban artisans a cold, inhospitable land. Throughout the colonial period, Canada’s European population remained small. A census of 1663 recorded a mere 3035 French residents. By 1700, the figure had reached only 15,000. Men far outnumbered women, thus making it hard for settlers to form new families. Moreover, because of the colony’s geography, all exports and imports had to go through Quebec. It was relatively easy therefore, for crown officials to control that traffic, usually awarding fur-trading monopolies to court favorites. Such practices created political tensions and hindered economic growth.
3. Know the explorers of the New World from Spain:
4. Juan Ponce de Leon—explored the coasts of Florida in 1513
5. Vasco Nunez de Balboa—crossed the Isthmus of Panama and discovered the Pacific Ocean
6. Ferdinand Magellan—his expedition sailed around the tip of South America, across the Pacific to the Philippines, through the Indian Ocean and back to Europe around the southern tip of Africa between 1519-1522
7. Hernan Cortes—in 1519, he led a small army of Spanish and Native Americans against the Aztec Empire of Mexico, eventually controlling the gold and silver mines
8. Francisco Pizarro—overwhelmed the Inca Empire of Peru and secured the silver mines of Potosi for Spain
9. Cabeza de Vaca—explored the North American Southwest
10. Francisco Vasquez de Coronado—discovered the Grand Canyon
11. Hernando de Soto—explored southeastern North America from Florida to the Mississippi River
12. Know the explorers of the New World from Portugal
13. Bartolomeu Dias—sailed around the tip of Africa and into the Indian Ocean before his frightened crew forced him to give up the quest to find a water route to India
14. Vasco da Gama—succeeded in reaching India and returned to Portugal with jewels and spices
15. Pedro Alvares Cabral—discovered and claimed Brazil for Portugal
16. Know the explorers of the New World from France
17. Giovanni da Verrazano—He is renowned as the first European to explore the Atlantic coast of North America between Florida and New Brunswick in 1524, including New York Bay and Narragansett Bay
18. Jacques Cartier—explored the St. Lawrence River as far as present-day Montreal
19. Samuel de Champlain—built a fort at Quebec in 1608 and explored the area north to Port Royal and Nova Scotia and south to Cape Cod
20. Know the exploration activities of the New World from The Netherlands, England, Denmark and Sweden
21. The Netherlands—Led by Henry Hudson, the Dutch East India Company laid claim to the area along the Hudson River as far north as present-day Albany, New York, while another company, the West India Company, settled groups of colonists on Manhattan Island and Fort Orange—trading colonies were established in the West Indies.
22. England—John Cabot explored what is today, Newfoundland—after attempts by Martin Frobisher and John Davis, Queen Elizabeth granted charters to Sir Humphrey Gilbert (Newfoundland-unable to establish military posts) and Sir Walter Raleigh (Virginia-successful in establishing settlements) to colonize in the New World.
23. Sweden—Swedish West India Company established a settlement on the Delaware River near present-day Wilmington called Fort Christina in 1638, but later taken over by the Dutch in 1655.
24. Denmark—The Danish West India Company and the Danish king established colonies in St. Croix and other islands in the cluster of the Virgin Islands.
25. What is the Protestant Reformation? Where did it begin and who was its leader? What were his reasons for leading this movement?—Not only was Europe being changed by nationalism, but by a religious movement known as the Protestant Reformation. This movement shattered the unity of Europe under the Roman Catholic Church, divided kingdoms, sparked bloody wars and unleashed an extraordinary flood of religious publications. The Reformation started in Germany when, in 1517, a relatively obscure German monk, Martin Luther, publicly challenged the central tenets of Roman Catholicism. Luther’s message was straightforward, one ordinary people could easily comprehend. “God Spoke through the Bible, Luther maintained, not through the pope or priests.” Scripture taught that women and men were saved by faith alone. Pilgrimages, fasts, alms, indulgences—none of the traditional ritual observances could assure salvation. The institutional structure of Catholicism was challenged as Luther’s radical ideas spread rapidly across northern Germany and Scandinavia.
26. What is “predestination?” Who was the author of this doctrine? Did people agree with its premise and if not, how did they act?—After Luther, other Protestant theologians—religious thinkers who would determine the course of religious reform in England, Scotland, and the early American colonies—mounted an even more strident attack on Catholicism. The most influential of these was John Calvin, a lawyer turned theologian, who lived most of his adult life in the Swiss city of Geneva. His concept of “predestination” stressed GOD’S omnipotence (all power) over human affairs. The LORD, he maintained, chose some persons for “election,” the gift of salvation, while condemning others to eternal damnation. A man or woman could do nothing to alter this decision. The uncertainty of their eternal state proved a powerful psychological spur, for as long as people did not know whether they were bound for heaven of hell, they worked diligently to demonstrate that they possessed at least the seeds of grace.
27. Which of Henry VIII’s children became one of England’s most capable rulers? What type of England did this ruler represent? What was the name given to the ruler by the English subjects?—Queen Elizabeth demonstrated that Henry VIII and his advisers had been mistaken about the capabilities of female rulers. She governed England during its initial exploration of the New World. Over time, English Protestantism and English national identity merged, creating a militant, chauvinistic society. Elizabeth came to symbolize this new spirit as the “Virgin Queen” of English patriotism.
28. On who did the English practice the subjugation of a people before the Native Americans? In addition to feeling superior, what else did the English see as justification for their actions?—After the defeat of the Spanish Armada, English settlers moved to Ireland. It was on this island that ambitious Englishmen first learned to subdue a foreign population and to seize its lands. The English settlers felt superior to the Irish and saw them as lazy, licentious (without moral or legal restraint), superstitious, even stupid. English settlers ridiculed unfamiliar local customs, and it is not surprising that even educated representatives of the two cultures found communication almost impossible. The Irish did not develop the land to the satisfaction of the English who felt they could do it better. Hence, the confiscation of the land and the accompanying murder/brutal treatment of the Irish people in the process.
29. What are some possible explanations for the mysterious end to the colony of Roanoke?—One of England’s settlement attempts, Roanoke, puzzles historians for its unexplained failure to succeed in the New World. Possible reasons for its demise include a three-year delay (1587-1590) of supplies due to wars in Europe. It is presumed that the colonists may have fallen victim to natural disaster (three- year drought), or unfriendly Indians. The English may have found refuge in a friendly Indian village.
30. What was the “Glorious Revolution?”—James II angered English political leaders by revoking the charters of many English towns, rejecting the advice of Parliament, and arousing popular opposition by openly practicing Roman Catholicism. His son, born of his Spanish Catholic wife, set the stage for the prospect of a Catholic heir to the throne. This possibility led to a quick and bloodless coup known as the Glorious Revolution. Backed by popular protests and the army, Protestant parliamentary leaders forced James II into exile and placed his Protestant daughter Mary from his first marriage and her Dutch husband, William of Orange, on the throne.--What happened to the Crown (king or queen) as a result of the Glorious Revolution?—Queen Mary II and King William III agreed to rule as constitutional monarchs, accepting a Declaration of Rights that limited royal prerogatives and increased personal liberties and parliamentary powers. The crown was still a potent force in the political life of the nation, but never again would an English king or queen attempt to govern without Parliament.
31. What is a joint-stock company?—During Elizabeth’s reign, the major obstacle to successful colonization of the New World had been raising money. No single person, no matter how rich or well connected, could underwrite the vast expenses a New World settlement required. The solution to this financial problem was the joint-stock company, a business organization in which scores of people could invest without fear of bankruptcy. A merchant or landowner could purchase a share of stock at a stated price, and at the end of several years the investor could anticipate recovering the initial amount plus a portion of whatever profits the company had made.
32. Why did the settlement of Jamestown almost fail?—In its early days, Jamestown functioned as an outpost in another alien environment. The early participants were not settlers and included such ill-prepared men as gentleman-adventurers and their valets (personal servants) and footmen to serve them, goldsmiths and jewelers, a perfumer, a pipe-maker, and a collection of ne’er (never)-do wells (mischief makers) who served as soldiers under gentlemen-officers in dealings with the natives. Another problem was the site with its saltwater and freshwater mixture that could cause salt poisoning. It was also a breaking ground for malaria, typhoid fever, and dysentery.
33. Who or what were indentured servants? How long did they serve and what were they promised after their term of service? How did the masters treat their dependent workers and why did they have the right to act this way?—Indentured servants were mostly single males (women arrived in Jamestown in 1608) who came to the New World in exchange for transportation across the Atlantic. They agreed to serve a master for a stated number of years. The length of service depended in part on the age of the servant. The younger the servant, the longer he or she served. In return, the master promised to give the laborers proper care and, at the conclusion of their contracts, to provide them with tools and clothes according to the “custom of the country.” Powerful Virginians corrupted the system. Poor servants wanted to establish independent tobacco farms, but discovered headrights were awarded not to the newly freed servant, but to the planter who paid for the servant’s transportation, food, and clothing during the indenture. Even though the indentured servants were promised land when freed, they were most often cheated, becoming members of a growing, disaffected landless class in seventeenth-century Virginia. Moreover, despite apparent legal safeguards, masters could treat dependent workers as they pleased; after all these people were legally considered property. Servants were sold, traded, even gambled away in games of chance. It does not require much imagination to see that a society that tolerated such an exploitative labor system might later embrace slavery.
34. Who or what were Pilgrims? What was their belief about the Church of England and how did they respond? What was another name for them? Who were the Puritans and what did they believe about God? (hint: Calvinism) What did they want to do about the Church of England?—The Pilgrims were humble English farmers from Scrooby Manor, a small community located 150 miles north of London. Many people living in this area believed the Church of England retained too many traces of its Catholic origin. To support such a corrupt institution was like “winking at the devil.” Its very rituals compromised God’s true believers, and so in the early years of the reign of James I, the Scrooby congregation formally left the established state church. Like the others who followed this logic, they were called Separatists. Since English statute (law) required citizens to attend Anglican services, the Scrooby Separatists moved to Holland in 1608-1609 rather than compromise. While in the Netherlands, the Separatists feared they were losing their distinct identity as their children were becoming Dutch. In 1617, a portion of the original Scrooby congregation vowed to sail to America and became the Pilgrims of Thanksgiving lore. The Puritans were products of the Protestant Reformation. They accepted a Calvinist notion that an omnipotent God predestined some people to salvation and damned others throughout eternity. A member of this select group of “God’s elect” would try to live according to Scripture, battle sin and eradicate corruption. They wanted to purify (cleanse) the Church of England from within, and before the 1630s at least, separatism (leaving) held little appeal for them.
35. Match the major export(s) to the following commercial venture colonies: Virginia-Tobacco New York-Furs and Grain Delaware-Grains New Hampshire-Wood/Naval Stores N. Carolina-Wood/Naval Stores/Tobacco S. Carolina-Naval Stores/Rice/Indigo
36. Matching—Know the colonies formed for religious purposes: Massachusetts—Refuge for English Puritans Maryland—Refuge for English Catholics Pennsylvania—Refuge for English Quakers Rhode Island—Refuge for dissenters from Massachusetts New Jersey—Quaker settlement
37. What was the original purpose for the colony of Georgia? Who was the founder and what was (were) the major export(s)?—The colony of Georgia owed its existence to General James Oglethorpe who believed he could block Spanish military designs on the area south of Charles Town while at the same time providing a fresh start for London’s worthy poor, saving them from debtor’s prison. The major exports consisted of rice, wood, and naval stores. Slavery was prohibited and so was rum, although muscadine grapes were grown for wine.
38. How were women treated under the system of “patriarchy?”—Patriarchy is government or rule based on the Biblical principle of the Patriarch who was the father and ruler of the family. Under the system, women were governed by: a. coverture (the practice of subordinating the legal identity of women to their husbands who were the undisputed heads of households) and b. femes sole (single adult women were permitted to own and manage property and households for themselves). Women were beaten in this social atmosphere. According to English common law, a wife exercised no control over property and the husband could sell their property without her permission. A divorce was difficult to obtain before the American Revolution, meaning a person ran away from a cruel/irresponsible spouse, or endured the abuse.
39. Know the status of the first Africans to arrive in Jamestown in 1619. Did they live any differently from the English colonists?—According to the historian, John Hope Franklin, “the twenty Africans who were put ashore at Jamestown by the captain of a Dutch frigate were not slaves in a legal sense. These newcomers who happened to be Black were simply more indentured servants. They were listed as servants in the census counts of 1623, 1624, and as late as 1651. Some Blacks whose period of service had expired were being assigned land in much the same way that it was being assigned to whites who had completed their indenture. During its first fifty years of existence, Virginia had many Black indentured servants, and the records reveal an increasing number of free Negroes.”
40. Know the laws of bondage within England. What happened to Blacks in the 1660s?—English common law acknowledged indentured servitude, but not chattel slavery-the ownership of one human being by another. If planters wanted legalized slavery, they would have to create it. Statutes (laws) permitting chattel slavery were enacted in the West Indies and South Carolina. Beginning in the 1660s, legislatures in the Chesapeake colonies enacted laws that lowered the status of Africans. The English-born elite grew more conscious of race as the numbers of Africans increased. Being Black was becoming a mark of inferior status, and being a slave was becoming a permanent and hereditary condition.
41. Why was slavery able to expand? (hint: value, cost, and rights of slaves) Know the laws that supported the expansion of slavery.—Slavery expanded not because it was necessary (there were enough white families and English indentured servants to do work), but because it was profitable. After Bacon’s Rebellion of 1675-1676, planters imported thousands of Africans because the growing slave trade made them less expensive than the scarce/more costly indentured servants and because slaves had fewer legal rights and could be disciplined more strictly. A law of 1692 prohibiting sexual intercourse between the English and Africans was intended to separate white and Black workers and create a racially divided society. Finally, in 1705, a Virginia statute explicitly defined all resident Africans as slaves. The Chesapeake elite had chosen to create a society based on the exploitation of enslaved Black laborers.
42. Know the underlying causes contributing to the Salem hysteria.—The Salem witch trials were a series of hearings and prosecutions of people accused of witchcraft in colonial Massachusetts between February 1692 and May 1693. More than 200 hundred people were accused. Thirty were found guilty, nineteen of whom were executed by hanging. No one knows exactly what sparked the terror in Salem village. (Wikipedia) The community had a history of religious discord, and during the 1680s, the people split into angry factions over the choice of a minister. Economic tensions played a part as well. Poorer, more traditional farmers accused members of prosperous, commercially oriented families of being witches. The underlying misogyny of the entire culture meant the victims were more often women than men. Terror of attack by Native Americans may also have played a part in this ugly affair. Indians in league with the French in Canada had recently raided nearby communities, killing people related to the families of the bewitched Salem girls.
43. How did Jonathan Edwards influence the “Great Awakening?”—The Great Awakening arrived unexpectedly in Northampton, a small community in western Massachusetts, sparked by Jonathan Edwards, the local Congregational minister. Edwards accepted the traditional teachings of Calvinism, reminding his parishioners that their eternal fate had been determined by an omnipotent GOD, there was nothing they could do to save themselves, and they were totally dependent on the LORD’S will. He thought his fellow ministers had grown soft. They left men and women with the mistaken impression that sinners might somehow avoid eternal damnation simply by performing good works. Edwards did not exaggerate his message to his parishioners in an attempt to be dramatic. He spoke of GOD’S omnipotence with such self-assurance that even people who had not thought deeply about religious matters were shaken by his words and joined church.