

AP U.S. History Summer Assignment Meeting

I understand that this AP U.S. History course will have the following requirements/expectations:

1. I will read through and sign the below form to show that I understand what will be expected of me for APUSH in the fall of 2017. I will bring this with me on the first day of school in the fall.
2. I will get in touch with Mr. Totman in room 103 before school gets out or at stotman@augustaschools.org over the summer if I have any questions about APUSH or my summer assignment.
3. I will complete the attached summer reading and writing assignment that was given out by Mr. Totman in the spring of 2017. My summer assignment will be collected on the first day we have class to begin the 2017- 2018 school year. I understand that there will be an exam over the material covered in the summer assignment within two weeks of the start of school in the fall of 2017.
4. I understand that this course has rigorous content equivalent to a freshman college level course.
5. I understand that a major goal of the class is to prepare all students for the May 2018 National AP Exam.
6. I understand that my textbook will be returned to Mr. Totman if I choose to drop APUSH.
7. I understand that I can purchase my textbook is \$20.00. This is a fantastic price for a textbook and I highly recommend buying it.

Student's Signature

Date

Name _____ Class _____

Address _____

Tel.# _____ E-mail _____

Birthday _____

Print legibly!!

APUSH Summer Assignment

(All written work for your summer assignment is due on the first day that we have APUSH class in 2017/2018 school year.)

A. Reading – Part I:

The first part of your summer assignment is to read the first five chapters (pg. 1 – 96) in United States History: Preparing for the Advanced Placement Examination. This is the primary text used for APUSH. Your reading from this text should bring you from the early exploration of America, through the colonial era and Revolution, and up to the creation of the Articles of Confederation. **(DO NOT DO ANY OF THE MULTIPLE CHOICE OR SHORT ANSWER QUESTIONS AT THE BACK OF EACH CHAPTER OVER THE SUMMER.)**

****As a side note, I would read and share with your parents the introduction to this text beginning on page xi and ending on xxxvi. This does an excellent job of clearly explaining what this course and the AP examination is all about.**

Familiarize yourself with the following major topics:

1. Why and how colonization took place.
2. Colonial government, economy, geography, and society.
3. Similarities and differences among the three colonial regions by 1763.
4. Why 1763 is a major watershed year in our history.
5. What pivotal events occurred leading up to and through the Revolution
6. What were the challenges facing America under the Articles of Confederation
7. All key people, events, concepts, terms, and institutions.

B. Reading/Writing – Part II

The second part of your APUSH summer assignment is to define all of the key names, events, and terms located at the end of each chapter (pg. 14, 39, 56, 78, and 96). ***You must use index cards for this!!*** Place the term on the front blank side of the card (possibly with a date, chapter, and page number for reference) and on the back define what the item is and why it is significant to American history. Research proves that index cards are the most helpful in preparing for exams throughout the year. Many of you will find that this will become part of your every day practice when reading subsequent chapters later in the course. Please organize this part of the summer assignment by chapter as I will be collecting this information on **the first day you have this class to start the 2017/2018 school year. This will be either Thursday, August 31st or Friday, September 1st.** This will count as **two quiz grades**. Late work will be docked 10 points a day. No late work will be accepted after **Friday, September 15th.**

C. Reading /Writing -- Part III

The third part of your summer assignment is to complete an in-depth review of the information you have read about in chapters 1 – 3. All of the review questions are contained in the review packet labeled *APUSH Summer Assignment - Chapters 1 – 3 Review*. Use your knowledge, your book, the terms for each chapter you have completed, or even the internet to help you complete this part of your summer assignment. *Some of the answers you will need to find using other resources than your book.* You should complete this on your own as there will be an exam over this material within the first two weeks of the 2017/2018 school year. These questions will help prepare you to do well on your first exam in APUSH. This part of your summer assignment will be graded as one quiz grade. Late work will be docked 10 points a day. No late work will be accepted after Friday, September 15.

D. Summer Reading Test

There will be an exam over your summer reading within TWO weeks of your return to school.

If you have any questions about your summer assignment, please e-mail me at stotman@augustaschools.org and I will reply back to you as soon as I can.

I recommend that you do this work in smaller pieces over the summer months. Waiting until the week before school starts to complete this will make it unmanageable. For those of you who are overachievers and will get this all done quickly, please leave time for a review of the material just before school starts. That way this information will be fresh in your mind in early September.

Have a fantastic summer. Get rested and energized for what I am sure will be a busy and exciting 2017/2018 school year.

NAME: _____ DATE: _____

CHAPTER 1 - 3

REVIEW

APUSH Summer

Assignment

11. **conquistador** A Spanish conqueror or adventurer in the Americas. "Spanish *conquistadores* (conquerors) fanned out across . . . American continents."
12. **capitalism** An economic system characterized by private property, generally free trade, and open and accessible markets. ". . . the fuel that fed the growth of the economic system known as capitalism."
13. **encomienda** The Spanish labor system in which persons were held to unpaid service under the permanent control of their masters, though not legally owned by them. ". . . the institution known as *encomienda*."
14. **mestizo** A person of mixed Native American and European ancestry. "He intermarried with the surviving Indians, creating a distinctive culture of *mestizos*. . ."
15. **province** A medium-sized subunit of territory and governmental administration within a larger nation or empire. "They proclaimed the area to be the province of New Mexico. . ."

PART II: Checking Your Progress

A. True-False

Where the statement is true, mark **T**. Where it is false, mark **F**, and correct it in the space immediately below.

- ___ 1. The geography of the North American continent was fundamentally shaped by the glaciers of the Great Ice Age.
- ___ 2. North America was first settled by people who came by boat across the waters of the Pacific Strait from Japan to Alaska.
- ___ 3. The early Indian civilizations of Mexico and Peru were built on the economic foundations of cattle and wheat growing.
- ___ 4. Most North American Indians lived in small, seminomadic agricultural and hunting communities.
- ___ 5. Many Indian cultures like the Iroquois traced descent through the female line.
- ___ 6. No Europeans had ever set foot on the American continents prior to Columbus's arrival in 1492.
- ___ 7. A primary motive for the European voyages of discovery was the desire to find a less expensive route to Asian goods and markets.
- ___ 8. The beginnings of African slavery developed in response to the Spanish conquest of the Americas.
- ___ 9. Columbus immediately recognized in 1492 that he had come across new continents previously unknown to Europeans.
- ___ 10. The greatest effect of the European intrusion on the Indians of the Americas was to increase their population through intermarriage with the whites.
- ___ 11. Spanish gold and silver from the Americas fueled inflation and economic growth in Europe.

- ___ 12. The Spanish *conquistadores* had little to do with the native peoples of Mexico and refused to intermarry with them.
- ___ 13. The province of New Mexico was first settled by French colonizers from the North.
- ___ 14. Spain expanded its empire into Florida and New Mexico partly to block French and English intrusions.
- ___ 15. The Spanish empire in the New World was larger, richer, and longer-lasting than that of the English.

B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

- ___ 1. The geologically oldest mountains in North America are
 - a. the Appalachians.
 - b. the Rockies.
 - c. the Cascades.
 - d. the Sierra Nevada.
- ___ 2. The Indian peoples of the New World
 - a. developed no advanced forms of civilization.
 - b. were divided into many diverse cultures speaking more than two thousand different languages.
 - c. were all organized into the two large empires of the Incas and the Aztecs.
 - d. relied primarily on nomadic herding of domesticated animals for their sustenance.
- ___ 3. The Iroquois Confederacy remained a strong political and military influence until
 - a. the Spanish conquest of the Americas.
 - b. the fur trade was wiped out in the early 1700s.
 - c. the French and Indian War.
 - d. the American Revolution.
- ___ 4. Among the important forces that first stimulated European interest in trade and discovery was
 - a. the Christian crusaders who brought back a taste for the silks and spices of Asia.
 - b. the Arab slave traders on the east coast of Africa.
 - c. the Scandinavian sailors who had kept up continuous trade contacts with North America.
 - d. the division of Spain into small kingdoms competing for wealth and power.
- ___ 5. Among the most important American Indian products to spread to the Old World were
 - a. animals such as buffalo and horses.
 - b. technologies such as the compass and the wheel.
 - c. economic systems such as plantation agriculture and livestock raising.
 - d. foodstuffs such as maize, beans, and tomatoes.

- ___ 6. The primary staples of Indian agriculture were
- potatoes, beets, and barley.
 - rice, manioc, and peanuts.
 - maize, beans, and squash.
 - wheat, oats, and corn.
- ___ 7. The number of Indians in North America at the time Columbus arrived was approximately
- one million.
 - four million.
 - twenty million.
 - two hundred and fifty million.
- ___ 8. Before Columbus arrived, the only Europeans to have temporarily visited North America were
- the Greeks.
 - the Irish.
 - the Norse.
 - the Italians.
- ___ 9. The Portuguese were the first to enter the slave trade and establish large-scale plantations using slave labor in
- West Africa.
 - the Atlantic sugar islands.
 - the West Indies.
 - Brazil.
- ___ 10. Much of the impetus for Spanish exploration and pursuit of glory came from Spain's recent
- successful wars with England
 - national unification and expulsion of the Muslim Moors.
 - voyages of discovery along the coast of Africa.
 - conversion to Roman Catholicism.
- ___ 11. A crucial political development that paved the way for the European colonization of America was
- the rise of Italian city-states like Venice and Genoa.
 - the feudal nobles' political domination of the merchant class.
 - the rise of the centralized national monarchies such as that of Spain.
 - the political alliance between the Christian papacy and Muslim traders.
- ___ 12. The primary reason for the drastic decline in the Indian population after the encounter with the Europeans was
- the rise of intertribal warfare.
 - the Indians' lack of resistance to European diseases such as smallpox and malaria.
 - the sharp decline in the Mexican birthrate.
 - the sudden introduction of the deadly disease syphilis to the New World.

- _____ 14. Indian people of the Rio Grande Valley who were cruelly oppressed by the Spanish conquerors
- _____ 15. Roman Catholic religious order of friars that organized a chain of missions in California

D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|---------------------------------|--|
| _____ 1. Ferdinand and Isabella | A. Female Indian slave who served as interpreter for Cortés |
| _____ 2. Cortés and Pizarro | B. Legendary founder of the powerful Iroquois Confederacy |
| _____ 3. Lake Bonneville | C. Wealthy capital of the Aztec empire |
| _____ 4. Díaz and da Gama | D. Financiers and beneficiaries of Columbus's voyages to the New World |
| _____ 5. Columbus | E. Portuguese navigators who sailed around the African coast |
| _____ 6. Malinche | F. Founded in 1565, the oldest continually inhabited European settlement in United States territory |
| _____ 7. Montezuma | G. Italian-born navigator sent by English to explore North American coast in 1498 |
| _____ 8. Hiawatha | H. Italian-born explorer who thought that he had arrived off the coast of Asia rather than on unknown continents |
| _____ 9. Tenochtitlán | I. Powerful Aztec monarch who fell to Spanish conquerors |
| _____ 10. St. Augustine | J. Spanish conquerors of great Indian civilizations |
| _____ 11. John Cabot | K. Franciscan missionary who settled California |
| _____ 12. Junipero Serra | L. Inland sea left by melting glaciers whose remnant is the Great Salt Lake |

E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- _____ The wealthy Aztec civilization falls to Cortés.
- _____ Portuguese navigators sail down the west coast of Africa.
- _____ The first human inhabitants cross into North America from Siberia across a temporary land bridge.
- _____ The once-strong Iroquois confederacy divides and collapses.
- _____ Spanish conquerors move into the Rio Grande valley of New Mexico.

CHAP. 2

B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

- ___ 1. After decades of religious turmoil, Protestantism finally gained permanent dominance in England after the succession to the throne of
- King Edward VI.
 - Queen Mary I.
 - Queen Elizabeth I.
 - King James I.
- ___ 2. Imperial England and English soldiers developed a contemptuous attitude toward "natives" partly through their colonizing experiences in
- Canada.
 - Spain.
 - India.
 - Ireland.
- ___ 3. England's victory over the Spanish Armada gave it
- control of the Spanish colonies in the New World.
 - dominance of the Atlantic Ocean and a vibrant sense of nationalism.
 - a stable social order and economy.
 - effective control of the African slave trade.
- ___ 4. At the time of the first colonization efforts, England
- was struggling under the political domination of Spain.
 - was enjoying a period of social and economic stability.
 - was undergoing rapid economic and social transformations.
 - was undergoing sharp political conflicts between advocates of republicanism and the monarchy of Elizabeth I.
- ___ 5. Many of the early Puritan settlers of America were
- displaced sailors from Liverpool and Bath.
 - merchants and shopkeepers from the Midlands.
 - urban laborers from Glasgow and Edinburgh.
 - uprooted sheep farmers from eastern and western England.
- ___ 6. England's first colony at Jamestown
- was an immediate economic success.
 - was saved from failure by the leadership of John Smith and by John Rolfe's introduction of tobacco.
 - enjoyed the strong and continual support of King James I.
 - depended on the introduction of African slave labor for its survival.
- ___ 7. Representative government was first introduced to America in the colony of
- Virginia.
 - Maryland.
 - North Carolina.
 - Georgia.

8. One important difference between the founding of the Virginia and Maryland colonies was that
- Virginia colonists were willing to come only if they could acquire their own land, while Maryland colonists labored for their landlords.
 - Virginia depended primarily on its tobacco economy, while Maryland turned to rice cultivation.
 - Virginia depended on African slave labor, while Maryland relied mainly on white indentured servitude.
 - Virginia was founded mainly as an economic venture, while Maryland was intended partly to secure religious freedom for persecuted Roman Catholics.
9. After the Act of Toleration in 1649, Maryland provided religious freedom for
- Jews.
 - atheists.
 - Protestants and Catholics.
 - those who denied the divinity of Jesus.
10. The primary reason that no new colonies were founded between 1634 and 1670 was
- the severe economic conditions in Virginia and Maryland.
 - the civil war in England.
 - the continuous naval conflicts between Spain and England that disrupted sea-lanes.
 - the English kings' increasing hostility to colonial ventures.
11. The early conflicts between English settlers and the Indians near Jamestown laid the basis for
- the intermarriage of white settlers and Indians.
 - the incorporation of Indians into the "melting-pot" of American culture.
 - the forced separation of the Indians into the separate territories of the "reservation system."
 - the use of Indians as a slave-labor force on white plantations.
12. The labor system of the British West Indies sugar plantations relied almost entirely on
- the importation of African slaves.
 - indentured white servants.
 - the *encomienda* system.
 - temporary hired labor from the mainland colonies.
13. After the defeat of the coastal Tuscarora and Yamasee Indians by North Carolinians in 1711–1715,
- there were almost no Indians left east of the Mississippi River.
 - the remaining southeastern Indian tribes formed an alliance to wage warfare against the whites.
 - the powerful Creeks, Cherokees, and Iroquois remained in the Appalachian Mountains as a barrier against white settlement.
 - the remaining coastal Indians migrated to the West Indies.

D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|-----------------------------|---|
| ___ 1. Powhatan | A. Founded as a haven for Roman Catholics |
| ___ 2. Raleigh and Gilbert | B. Indian leader who ruled tribes in the James River area of Virginia |
| ___ 3. Roanoke | C. Harsh military governor of Virginia who employed "Irish tactics" against the Indians |
| ___ 4. Smith and Rolfe | D. British West Indian sugar colonies where large-scale plantations and slavery took root |
| ___ 5. Virginia | E. Founded as a refuge for debtors by philanthropists |
| ___ 6. Maryland | F. Colony that was called "a vale of humility between two mountains of conceit" |
| ___ 7. Lord De La Warr | G. The unmarried ruler who led England to national glory |
| ___ 8. Jamaica and Barbados | H. The Catholic aristocrat who sought to build a sanctuary for his fellow believers |
| ___ 9. Lord Baltimore | I. The failed "lost colony" founded by Sir Walter Raleigh |
| ___ 10. South Carolina | J. Riverbank site where Virginia Company settlers planted the first permanent English colony |
| ___ 11. North Carolina | K. Colony that established a House of Burgesses in 1619 |
| ___ 12. Georgia | L. Leaders who rescued Jamestown colonists from the "starving time" |
| ___ 13. James Oglethorpe | M. Elizabethan courtiers who failed in their attempts to found New World colonies |
| ___ 14. Elizabeth I | N. Philanthropic soldier-statesman who founded the Georgia colony |
| ___ 15. Jamestown | O. Colony that turned to disease-resistant African slaves for labor in its extensive rice plantations |

E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- ___ A surprising naval victory by the English inspires a burst of national pride and paves the way for colonization.
- ___ A Catholic aristocrat founds a colony as a haven for his fellow believers.
- ___ Settlers from the West Indies found a colony on the North American mainland.
- ___ An English colony is founded by philanthropists as a haven for imprisoned debtors.
- ___ A company of investors launches a disaster-stricken but permanent English colony along a mosquito-infested river.

CHAP. 3

10. **passive resistance** Nonviolent action or opposition to authority in accord with religious or moral beliefs. "As advocates of passive resistance, [the Quakers] would . . . rebuild their meetinghouse on the site where their enemies had torn it down."
11. **asylum** A place of refuge and security, especially for the persecuted or unfortunate. "Eager to establish an asylum for his people. . . ."
12. **proprietary** Concerning exclusive legal ownership, as of colonies granted to individuals by the monarch. "Penn's new proprietary regime was unusually liberal. . . ."
13. **naturalization** The granting of citizenship to foreigners or immigrants. "No restrictions were placed on immigration, and naturalization was made easy."
14. **blue laws** Laws designed to restrict personal behavior in accord with a strict code of morality. "Even so, there were some 'blue laws' aimed at 'ungodly revelers.' . . ."
15. **ethnic** Concerning diverse peoples or cultures, specifically those of non-Anglo-Saxon background. ". . . Pennsylvania attracted a rich mix of ethnic groups."

Part II: Checking Your Progress

A. True-False

Where the statement is true, mark T. Where it is false, mark F, and correct it in the space immediately below.

- ___ 1. The Puritans believed that the Church of England was corrupt because it did not restrict its membership to "visible saints" who had experienced conversion.
- ___ 2. All Puritans wanted to break away from the Church of England and establish a new "purified" church.
- ___ 3. The large, Separatist Plymouth Colony strongly influenced Puritan Massachusetts Bay.
- ___ 4. Massachusetts Bay restricted the vote for elections to the General Court to adult male members of the Congregational Church.
- ___ 5. Roger Williams and Anne Hutchinson were both banished for organizing political rebellions against the Massachusetts Bay authorities.
- ___ 6. Rhode Island was the most religiously and politically tolerant of the New England colonies.
- ___ 7. The Wampanoag people of New England initially befriended the English colonists.
- ___ 8. Edmund Andros's autocratic Dominion of New England was overthrown in connection with the Glorious Revolution in England.
- ___ 9. King Philip's War enabled New England's Native Americans to recover their numbers and morale.
- ___ 10. New York became the most democratic and economically equal of the middle colonies.
- ___ 11. Dutch New Netherland was conquered in 1664 by Sweden.

- ___ 12. William Penn originally intended his Pennsylvania colony to be exclusively a refuge for his fellow Quakers.
- ___ 13. William Penn's benevolent Indian policies were supported by non-Quaker immigrants to Pennsylvania.
- ___ 14. The middle colonies' broad, fertile river valleys enabled them to develop a richer agricultural economy than that of New England.
- ___ 15. The middle colonies were characterized by tightly knit, ethnically homogeneous communities that shared a common sense of religious purpose.

B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

- ___ 1. The Puritans all believed strongly that
 - a. they should separate completely from the Church of England.
 - b. only the elect of "visible saints" should be members of the church.
 - c. human beings were fundamentally good and capable of working out their own salvation.
 - d. kings like Henry VIII and James I had sufficiently reformed the Church of England.
- ___ 2. Compared with the Plymouth colony, the Massachusetts Bay colony was
 - a. dedicated to complete separation from the Church of England.
 - b. afflicted with corrupt and incompetent leaders.
 - c. more focused on religious rather than political liberty.
 - d. larger and more prosperous economically.
- ___ 3. One reason that the Massachusetts Bay Colony was not a true democracy is that
 - a. only church members could vote for the governor and the General Court.
 - b. political offices were dominated by the clergy.
 - c. people were not permitted to discuss issues freely in their own towns.
 - d. the governor and his assistants were appointed rather than elected.
- ___ 4. The most distinctive feature of the Rhode Island colony was that
 - a. it enjoyed the most complete religious freedom of all the English colonies.
 - b. it secured an official charter from England.
 - c. it contained a high proportion of well-educated and well-off colonists.
 - d. it had a strong common sense of religious purpose.
- ___ 5. Before the first English settlements in New England, Indians in the region had been devastated by
 - a. constant warfare with the French.
 - b. harsh weather that reduced the corn harvests and caused severe famine.
 - c. disease epidemics caused by contact with English fishermen.
 - d. intertribal conflicts caused by disputes over hunting grounds.

- ___ 6. The Indian people who first encountered the Pilgrim colonists in New England were the
 - a. Iroquois.
 - b. Wampanoags.
 - c. Narragansetts.
 - d. Hurons.

- ___ 7. The Puritan missionary efforts to convert Indians to Christianity were
 - a. weak and mostly unsuccessful.
 - b. initially successful but undermined by constant warfare.
 - c. similar to the evangelistic efforts of the Catholic Spanish and French.
 - d. developed only after the Indians were defeated and confined to reservations.

- ___ 8. King Philip's War represented
 - a. the first serious military conflict between New England colonists and the English King.
 - b. an example of the disastrous divisions among the Wampanoags, Pequots, and Narragansetts.
 - c. the last major Indian effort to halt New Englanders' encroachment on their lands.
 - d. a relatively minor conflict in terms of actual fighting and casualties.

- ___ 9. The primary value of the New England Confederation lay in
 - a. restoring harmony between Rhode Island and the other New England colonies.
 - b. promoting better relations between New England colonists and their Indian neighbors.
 - c. providing the first small step on the road to intercolonial cooperation.
 - d. defending the colonial rights against increasing pressure from the English monarchy.

- ___ 10. The event that sparked the collapse of the Dominion of New England was
 - a. King Philip's War.
 - b. the revocation of the Massachusetts Bay Colony's charter.
 - c. Governor Andros's harsh attacks on colonial liberties.
 - d. the Glorious Revolution in England.

- ___ 11. The Dutch Colony of New Netherland
 - a. was harshly and undemocratically governed.
 - b. contained little ethnic diversity.
 - c. was developed as a haven for Dutch Calvinists.
 - d. enjoyed prosperity and peace under the policies of the Dutch West India Company.

- ___ 12. The short-lived colony conquered by the New Netherland Dutch in 1655 was
 - a. New Jersey.
 - b. New France.
 - c. New York.
 - d. New Sweden.

- ___ 13. William Penn's colony of Pennsylvania
 - a. sought settlers primarily from England and Scotland.
 - b. experienced continuing warfare with neighboring Indian tribes.
 - c. made no provisions for military defense against enemies.
 - d. set up the Quaker religion as its tax-supported established church.

D. Matching People, Places, and Events

Match the person, place or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|---------------------------------|---|
| ___ 1. Martin Luther | A. Dominant religious group in Massachusetts Bay |
| ___ 2. John Calvin | B. Founder of the most tolerant and democratic of the middle colonies |
| ___ 3. Massasoit | C. Mass flight from the persecutions of Archbishop Laud and Charles I |
| ___ 4. Plymouth | D. Small colony that eventually merged into Massachusetts Bay |
| ___ 5. Massachusetts Bay Colony | E. Religious dissenter convicted of the heresy of antinomianism |
| ___ 6. John Winthrop | F. Indian leader who waged an unsuccessful war against New England |
| ___ 7. Great Puritan migration | G. German monk who began Protestant Reformation |
| ___ 8. General Court | H. Religious group persecuted in Massachusetts and New York but not in Pennsylvania |
| ___ 9. Puritans | I. Representative assembly of Massachusetts Bay |
| ___ 10. Quakers | J. Promoter of Massachusetts Bay as a holy "city upon a hill" |
| ___ 11. Anne Hutchinson | K. Conqueror of New Sweden who later lost New Netherland to the English |
| ___ 12. Roger Williams | L. Reformer whose religious ideas inspired English Puritans, Scotch Presbyterians, French Huguenots, and Dutch Reformed |
| ___ 13. King Philip | M. Wampanoag chieftain who befriended English colonists |
| ___ 14. Peter Stuyvesant | N. Colony whose government sought to enforce God's law on believers and unbelievers alike |
| ___ 15. William Penn | O. Radical founder of the most tolerant New England colony |

E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 10.

- ___ New England Confederation achieves a notable military success.
- ___ English separatists migrate from Holland to America.
- ___ Swedish colony on Delaware River is conquered by Dutch neighbor.
- ___ Manhattan Island is acquired by non-English settlers.
- ___ Protestant Reformation begins in Europe and England.
- ___ Quaker son of an English admiral obtains a royal charter for a colony.
- ___ Puritans bring a thousand immigrants and a charter to America.
- ___ England conquers a colony on the Hudson River.
- ___ Convicted Massachusetts Bay heretic founds a colony as a haven for dissenters.
- ___ James II is overthrown in England and Edmund Andros is overthrown in America.