Unit #2: Period 2: 1607-1754
Founding the New Nation (1607-1783)

DURATION: 3 weeks

READINGS:
- The American Pageant (16th Edition) Chapters 4-7

OBJECTIVES: By the end of this unit, each student will be able to:
- Understand that the Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

ASSESSMENTS:
1. QUIZ – Aug. 27 & 28 (Chapter 4) (Chapter 4 Key Terms and Questions due) [5 points]
2. QUIZ – Aug. 29 & Aug. 30 (Chapter 5) (Chapter 5 Key Terms and Questions due) [5 points]
3. QUIZ – Sept. 03 & 04 (Chapter 6) (Chapter 6 Key Terms and Questions due) [5 points]
4. EXAM – Sep. 09 & 10 (Chapters 4-7) (Chapter 7 Key Terms and Questions due) [45 points]

Chapter 4 Key Terms: Briefly identify, define, and/or explain. (11 points)
10. Salem witch trials 11. Leisler’s Rebellion

Chapter 4 Questions: (15 points)
Answer the following questions.
- Briefly explain ONE example of how environmental and geographical factors influenced the development of the New England colonies.
- Briefly explain ONE example of how environmental and geographical factors influenced the development of the southern colonies.
- Briefly explain ONE example of how environmental and geographical factors contributed to the regional differences between the New England and southern colonies.

Chapter 5 Key Terms: Briefly identify, define, and/or explain. (14 points)

Chapter 5 Questions: (25 points)
Richard Bushman, From Puritan to Yankee (1967).
- “The law and authority embodied in governing institutions gave way under the impact first of economic ambitions and later of the religious impulses of the Great Awakening . . . As, in the expanding eighteenth century, merchants and farmers felt free to pursue wealth with an avidity dangerously close to avarice, the energies released exerted irresistible pressures against traditional bounds. When the Great Awakening added its measure of opposition, the old institutions began to crumble.”

- “What has led early American historians to avoid questions about class formation and the development of lower-class political consciousness is not only an aversion to Marxist conceptualizations of history but also the myth that class relations did not matter in early America because there were no classes. . . . By the end of the Seven Years’ War, poverty on a scale that urban leaders found appalling had appeared in New York and Philadelphia. Many urban Americans, living amidst historical forces that were transforming the social landscape, came to perceive antagonistic divisions based on economic and social position; . . . they began to struggle around these conflicting interests; and through these struggles they developed a consciousness of class.”

- Using the excerpts, answer the following questions.
  Briefly explain ONE major difference between Bushman and Nash’s historical interpretation of British colonial America.
  Briefly explain how ONE development from the period 1700 to 1775 not directly mentioned in the excerpts supports Bushman’s argument.
  Briefly explain how ONE development from the period 1700 to 1775 not directly mentioned in the excerpts supports Nash’s argument.

**Chapter 6 Key Terms:** Briefly identify, define, and/or explain. (15 points)

**Chapter 6 Questions:** (15 points)
Analyze the “Join or Die” political cartoon (American Pageant, p. 109). Discuss whether or not the cartoon’s message reflects the sentiments of British colonists in 1754. Use the textbook, other relevant electronic and print resources to support, modify, or refute the message of the political cartoon. Speculate on whether or not the British colonists identify themselves as Americans in 1754 and provide relevant evidence to support their position.

**Chapter 7 Key Terms:** Briefly identify, define, and/or explain. (23 points)

**Chapter 7 Questions:** (15 points)
- Describe TWO attempts by Great Britain to consolidate imperial control in North America from 1763 to 1776 and briefly explain ONE way these attempts led to the American Revolution.