Rest easy knowing that this text correlates directly to the key concepts, historical thinking skills, and themes from the new AP® U.S. History framework. Complete correlations can be found on the book’s front endpaper and in a separate document your rep can provide. For convenience, each chapter also opens with a correlation to corresponding key concepts.
Each chapter opens with **Seeking the Main Point** questions, which are AP®-based thematic questions that help students connect the documents to the key concept of the chapter. Then, at the close of each chapter, **Putting It All Together: Revisiting the Main Point** questions require students to combine various sources from the chapter, just as they must do on the AP® exam.
Practicing Historical Thinking sections follow each document, texts and images, in order to give students support they need in learning to think historically. Identify questions ask for basic information about a document, Analyze questions require students to draw appropriate inferences and logical conclusions about a document, and Evaluate questions then require students to make an informed judgment about a document.
At the end of each set of documents, an Applying AP® Historical Thinking Skills exercises helps students to transfer what they’ve practiced into a historical argument. A step-by-step process, complete with graphic organizers, supports students as they learn and revisit each AP® historical thinking skill.
Building AP® Writing Skills is a feature that shows students how to write historical arguments by integrating the historical thinking skills with useful writing strategies to form clear, coherent arguments. Appearing once per chapter, this feature helps build the basic writing skills necessary, not for the APUSH® exam, but in future studies as well.
From 1492 to 1754, profound changes took place on the North American continent. Over this period, diverse Native American societies that had existed for hundreds of years encountered and interacted with Europeans. The effects of the interactions between Europeans and Native Americans are the subject of intense study by historians. You already have had the opportunity to study a variety of sources that deal with both Native American and European perspectives on these interactions. Now read the two passages below, and consider how different historians have sought to explain the encounter of these two cultures.

The soldiers of Christ were entering a world of deeply held religious beliefs every bit as complex and sophisticated as their own, but one they would rarely fathom or even try to understand. Native religions did not possess a specific theology; nor did they require that “believers” give verbal confessions of faith and live in obedience to a set of religious tenets stipulated by the church. Nevertheless, religion and ritual permeated the everyday lives of Indian peoples. European missionaries, convinced that there was only one true religion and it was theirs, tended to see things as black or white, good or evil. Indians who converted to Christianity must demonstrate their faith; Indians who resisted were clinging to heathen ways. For Christianity, conversion was a simple matter: Indian people who had been baptized would receive the light and accept salvation. It proved to be otherwise.


Before the arrival of the French, it is unlikely that there were any scalps, for the practice of scalping seems to have been linked rather than to commerce. One eighteenth-century visitor reported that neighboring Creeks, boys took their first scalps to establish their courage in life, men took scalps to establish their bravery and to rise in the ranks of families and communities. . . . [By the 1730s] scalps had become a marketable commodity—war trophies. . . . Choc'taw added the practice of enemy scalps into several pieces so as to receive more than one scalp. . . . For a brief period, French officers closely inspected scalps, paying for pieces in proportion to the whole, but this soon had to be abandoned when Choc'taws objected to such practices.


Based on the two interpretations above, complete the following three tasks:

1. Briefly explain the main point made by the first passage.
2. Briefly explain the main point made by the second passage.
3. Provide one document from Chapter 1, 2, or 3, and explain how it supports the interpretation of either passage.
Questions?

Please contact your local rep or email us at
hsmarketing@bfwpub.com.
Historical thinking is something we do naturally. We wonder about where we came from, why things are the way they are today, and what events in the past have affected the present and may affect the future. Historical thinking also expands our horizons, hones our reading and writing skills, makes us more logical thinkers, and helps us be better citizens in a republic where we all contribute to the nation’s future.

There is nothing magical to thinking like a historian. With some practice, you will have the habits of mind that will allow you to understand and analyze voices from the past and to appreciate how your own voice fits into this grand and ever-growing documentary of American voices—both past and present.

This book will help you cultivate the historical skills that you will use to think critically and purposefully about the past and that you must master to pass the AP® US History exam. Cultivating these skills requires practice—practice in reading a wide range of texts and practice in employing historical thinking so that it becomes a habit of mind.

Overview of This Book

This reader complements your textbook and in-class work. The twenty-two chapters in this book follow nine time periods of United States history as defined by the AP® course:

- Period One: 1491–1607
- Period Two: 1607–1754
- Period Three: 1754–1800
- Period Four: 1800–1848
- Period Five: 1844–1877
- Period Six: 1865–1898
- Period Seven: 1890–1945
- Period Eight: 1945–1980
- Period Nine: 1980 to the Present
Within each period are key concepts that form the outline of historical content for the AP® course. Here, key concepts are illustrated by documents, which are literally voices from the past. These documents may appear as written texts, drawings, photographs, old maps, or new charts or graphs. The purpose of the documents in each chapter is to help you develop your skills as a historical thinker.

How to Use This Book
1. Chapter Title and Introduction
Read the chapter title and introduction. Each chapter’s title communicates the focus of the chapter, and each paragraph of the introduction connects to a key concept of the AP® framework. What is the difference between a concept and an event? A concept is larger, broader, and more thematic than an event. Many historical “facts” can prove a single concept. The more familiar you become with key concepts, the more versatile you become in thinking historically and developing original historical arguments.

2. Thematic Prereading Focus Questions
Each chapter features AP®-based thematic questions called “Seeking the Main Point” that help you connect the documents to the key concept of the chapter. These questions reflect the thematic learning objectives of key concepts in the AP® curriculum and will help you link the documents with the history that you have learned in class or in your textbook. Read these questions before you read the primary documents; they will help you draw deeper connections among the documents.

Here's an example of a prereading focus question:

What were the gains and losses for Europeans, European colonists, and native peoples during this era of expansion?

A question like this at the beginning of the chapter will help you focus your reading as you begin to analyze the primary sources. This question tells you that you will have to be on the lookout for “gains” and “losses” for three groups—Europeans, Europeans in America, and native peoples. Keeping this question in mind helps you read the documents in the chapter purposefully because you will read with these concepts in mind.

3. Organization of Primary Documents
Each chapter has subgroups of documents. The documents within each subgroup are typically arranged chronologically so that you can monitor causal relationships and
patterns of continuity (when things stay the same) and change over time. Many of the
documents are textual; some are images (photographs, charts, and paintings).

Each document begins with a headnote that provides context for the docu-
ments by relating historical events and individuals that shaped the document. This information answers these fundamental questions:

- Who is the author or artist?
- What occasion influenced the creation of the text?
- What trends or phenomena preceded the creation of this text?

Each document is followed by three questions that ask you to identify, ana-
lyze, and evaluate each text. Identify questions ask for basic information about a
document. Analyze questions ask you to draw appropriate inferences and logical
conclusions about a document. Evaluate questions require you to make an in-
formed judgment about a document.

When you answer these three questions, you will think about the following
topics:

**Identify**
What is being said or depicted?
When was this person or item historically significant?
What other significant events took place around this item or individual?

**Analyze**
What is the speaker’s or writer’s intent or purpose? What does it tell us about
its creator?
Who is the audience?
Why was an item made a certain way?
What biases or interests went into its creation?

**Evaluate**
How valuable is this text as a source of information?
What circumstances influenced the creation of this text?
What does it tell us about its time and place of creation?
How does it compare to other primary sources from the same period?
How fully does this text represent a larger period?

4. Applying AP® Historical Thinking Skill Exercises

Each chapter features a series of historical thinking skill exercises that encourage
you to think about the documents in the development of a historical argument.
you will get a lot of practice in learning and applying historical thinking skills. Each
historical thinking skill is introduced in a step-by-step process and is reinforced
throughout the textbook. Here is part of an applying AP® Historical Thinking Skills exercise for the period 1607 to 1754 from Chapter 2:

The historical thinking skill called comparison can be used to answer the following prompt:

Compare the Spanish, English, and French policies toward Native Americans. To what extent were these policies shaped by economic considerations?

In the first few chapters, you will find a number of steps to guide you through your response to the prompt. For example:

**STEP 1** Use the documents from Topics 1 and 2 above (and if you have time, Documents 1.6–1.9 and 1.11–1.12 from Chapter 1) to characterize Spanish, English, and French policies toward Native Americans. Consider the ways in which these policies were shaped by economic considerations. One is already done for you.

<table>
<thead>
<tr>
<th>European colonizers</th>
<th>Policies toward natives</th>
<th>Ways in which these policies were shaped by economic considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>Philip IV tried to prevent further uprisings by ordering Governor Don Luis de Valdés to treat natives less cruelly (Doc. 2.7).</td>
<td>The Spanish depended on native laborers, especially through the encomienda system.</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When a historical thinking skill is introduced for the first time, the skill is identified as a new skill. The purpose of these exercises is to introduce you to how historians apply a particular skill to primary documents.

The historical thinking skills build on the primary documents that you have already read. Sometimes you need to combine documents, as you can see in the example above, where you are asked to use documents that you read earlier in the chapter.

If the historical thinking skill is reintroduced, especially in a more complex format, then the exercise is labeled as review.
As your historical thinking skills develop while working with this book, so too does your overall body of knowledge. You might be undertaking the historical thinking skill exercise in a particular chapter, but you may refer to documents in prior chapters.

These historical thinking skill exercises often culminate with practice paragraphs where you combine your reading, thinking, and writing. This is in preparation for the chapter’s end focus on developing a full historical argument, which you must display on the AP® exam.

By the time that you complete Periods One through Four (Chapters 1–9 in this book), you will have been introduced to all of the historical thinking skills. In Periods Five through Nine (Chapters 10–22 in this book), you will learn effective and creative combinations of these historical thinking skills, so that by the time you finish this book, you will have a full range of historical thinking skills to apply to any given task.

5. Using Outside Sources

Outside sources include your classroom notes, secondary source readings, and other primary documents that you discover on your own. They all play an important role in your study of AP® US History, and you are encouraged to use this book along with your other sources.

The first time that you are asked to incorporate outside knowledge is in the Applying AP® Historical Thinking Skills exercises. At the end of each chapter, the “Building AP® Writing Skills” question requires you to use outside information as well.

6. Post-reading Thematic Questions

The reading sections conclude with AP®-based thematic prompts that focus on the key themes presented in a chapter. Answering these “Putting It All Together: Revisiting the Main Point” prompts requires you to combine various sources from the chapter, just as you must do on the AP® exam. These prompts are more specific versions of the prereading “Seeking the Main Point” questions and help you to monitor your understanding of the key concepts of the chapter.

These prompts also build on the identify, analyze, and evaluate questions that follow the documents. Here is an example of one of these post-reading thematic prompts:

In what ways did the religious and economic interests of the British, French, and Spanish influence their relations with the native peoples they encountered?

This question might seem intimidating now, but it will seem easier after you have learned about this material in class and read Chapter 2 in this book. Then you will be able to use historical themes to think about the religion and economics of the
British, French, and Spanish and the ways in which these themes influenced their relations with native peoples.

7. Building AP® Writing Skills

The chapters in this textbook end with a feature that will teach you how to write historical argument by integrating historical thinking skills and useful writing strategies to form clear, coherent arguments. “Building AP® Writing Skills” will enable you to pull together the skills, concepts, and themes in each chapter into a coherent essay.

These lessons are arranged sequentially, beginning with prewriting (Lesson 1) and organization (Lesson 2) and moving into increasingly sophisticated aspects of writing, such as creative synthesis of sources, inclusion of multiple perspectives, and effective approaches to logical argument. Each “Building AP® Writing Skills” segment

• offers its own AP®-style prompt, which represents the thematic focus and primary documents of the given chapter;
• provides a step-by-step approach to build your abilities and confidence in tackling such questions;
• provides opportunities to practice developing your argument—because the more you practice, the more natural it feels.

These writing units are developed sequentially, beginning with fundamental building blocks to writing historical argument, moving toward effective ways of using and organizing evidence, and concluding with different ways of approaching historical argument.

8. Working with Secondary Sources: Short Answer Questions for the AP® Exam

One important skill of AP® US History is interpreting and analyzing historical writing by professional historians. For each of the nine time periods, you will find sections titled “Working with Secondary Sources: AP® Short Answer Questions,” which include two short readings by prominent historians. These readings are followed by questions that ask you to construct short answer responses like those needed for the AP® US History exam.

These Skills Will Help in Other Classes Too!

The skills developed in this textbook are transferable to many of your other classes. For example, you will be able to apply what you learn here in your AP® English language and composition classroom. The ability to read a piece critically, synthesize multiple sources, and develop an original argument are featured prominently in the AP® English Language and Composition curriculum.
Acknowledgments

We appreciate the combined efforts of the editorial, production, and marketing departments at Bedford/St. Martin’s and BFW Publishers. This was a significant undertaking that required the support and persistence of all involved. We especially would like to thank the instructors and colleagues who graciously provided helpful and constructive feedback for improving this text:

Scott Birrell, Lone Peak High School, UT
Christine Bond-Curtright, Edmond Memorial High School, OK
Gwendolyn Cash, Clear Creek High School, TX
Paul Dickler, Neshaminy School District, PA
Dana Duenzen, Woodbridge High School, CA
Todd Feldman, Canandaigua Academy, NY
Jason George, Bryn Mawr School, MD
James Glinski, Xaverian Brothers High School, MA
Eric Hahn, Ladue Horton Watkins High School, MO
Barbara Harbour, Cass Technical School, MI
Geri Hastings, Catonsville High School, MD
Warren Hierl, Career Center, NC
Fred Jordan, Woodberry Forest School, VA
Michael Kim, Schurr High School, CA
Mary Lopez, Schaumburg High School, IL
Jackie McHargue, Duncanville High School, TX, retired
Timothy Mitchell, Shaker Heights High School, OH
Louisa Moffitt, Marist School, GA
Ron Olson, Governor John R. Rogers High School, WA
Bill Polasky, Stillman Valley High School, IL
Susan Reeder, Winter Springs High School, FL
Dave Rider, Bellows Free Academy, VT
Penny Rosas, Mayde Creek High School, TX
Nancy Schick, Los Alamos High School, NM
Bill Shelton, Trinity Valley School, TX
Thomas F. Sleete, Thomas Jefferson High School, VA
Michael Smith, San Gorgonio High School, CA
John Struck, Floyd Central High School, NY
Matt Tassinari, Palmdale High School, CA
Keith Wood, Murray High School, UT
Also from Jason Stacy: I would like to thank my colleagues in the Department of Historical Studies at Southern Illinois University Edwardsville for their support and good cheer during the creation of this book, especially Robert Paulett and Jeffrey Manuel, who offered a sympathetic ear throughout, and Mark Neels, who proved to be the best of research assistants. Thanks also to my good friends James Sabathne, Bill Polasky, and Robin Wanosky, who witnessed many ups and downs along the way for one week each year at the AP® US Reading; and thanks, finally, to the good people at Bedford, Freeman & Worth: Janie Pierce-Bratcher, Rachel Chlebowski, and especially Dan McDonough, who were unwavering advocates of this project. And to Michelle, Abigail, and Margaret Stacy, my joy; I've not enough space to thank you properly here.

Also from Steve Heller: To my dearest Lauren, for your unending support and love. To my little women, Carrie, Tina, Alex, and Olivia, for all you've given us. To my parents, Frances and Maurice Heller, for your deep commitment to education, and to my brother, Geoffrey, for your love of history. And to the Communication Arts and Social Studies Divisions at Adlai E. Stevenson High School, whose collegiality, scholarship, professionalism, and love for teaching is embedded within these pages. And to Bedford, Freeman & Worth for its unflinching support of this project and the work of high school teachers.
CHAPTER 3

Awakening, Enlightenment, and Empire in British North America

<table>
<thead>
<tr>
<th>DOCUMENT</th>
<th>AP® KEY CONCEPTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic I: Strengthening Empire</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 First Navigation Act of 1660</td>
<td>2.3 II A–B</td>
<td>60</td>
</tr>
<tr>
<td>3.2 Charter of the Royal African Company</td>
<td>2.3 I A</td>
<td>61</td>
</tr>
<tr>
<td>3.3 Commission for the Dominion of New England</td>
<td>2.3 II B</td>
<td>62</td>
</tr>
<tr>
<td>3.4 Map of North America, Eastern Seaboard</td>
<td>2.2 I B</td>
<td>64</td>
</tr>
<tr>
<td>3.5 Thomas Oliver, Letter to Queen Anne</td>
<td>2.2 I A, C</td>
<td>65</td>
</tr>
<tr>
<td>3.6 Treaty of Utrecht</td>
<td>2.2 I A, C</td>
<td>66</td>
</tr>
<tr>
<td><strong>Applying AP® Historical Thinking Skills</strong></td>
<td>Thinking Skill 1.1</td>
<td>67</td>
</tr>
<tr>
<td>Review: Historical Causation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic II: Transatlantic Ideas in a North American Context</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7 William Penn, Preface to “Frame of Government”</td>
<td>2.3 I B</td>
<td>68</td>
</tr>
<tr>
<td>3.8 Letter from a Gentleman of the City of New York on Leisler’s Rebellion</td>
<td>2.3 II B</td>
<td>69</td>
</tr>
<tr>
<td>3.9 John Locke, “Second Treatise on Civil Government”</td>
<td>2.3 I B</td>
<td>70</td>
</tr>
<tr>
<td>3.10 Image of John Winthrop IV</td>
<td>2.3 I B</td>
<td>71</td>
</tr>
<tr>
<td>3.11 Benjamin Franklin, Poor Richard’s Almanack</td>
<td>2.3 I B</td>
<td>72</td>
</tr>
<tr>
<td>3.12 George Whitefield, “Marks of a True Conversion”</td>
<td>2.3 I B</td>
<td>73</td>
</tr>
</tbody>
</table>
European settlements in the New World led to the development of a transatlantic world in which Europeans, Native Americans, and Africans traded, competed, and interacted along networks that stretched from the foothills of the Appalachian Mountains to the cities of London, Paris, and Madrid to the villages of West Africa and back to the islands of the Caribbean.

Great Britain’s colonies in North America formed an integral part of this transatlantic world. With the passage of the Navigation Acts, Britain formalized a mercantilist policy that sought to monopolize trade with its colonies and protect British economic interests. Starting in the late seventeenth century, the British fought a series of colonial wars with other European powers, most prominently the French, to establish English hegemony—meaning cultural, ideological, and economic dominance—in the North Atlantic and the North American interior.

Despite the consolidation of British power in North America, colonists used European models to shape a distinctly British North American culture. For example, the Enlightenment, a European intellectual movement that embraced science and reason as the hallmarks of human progress, manifested itself among elites. Likewise, the First Great Awakening, a wave of religious revivalism, swept North America during the 1740s with a spiritual fervor that touched all classes, thereby challenging England’s tradition of strict class differentiation.

### Seeking the Main Point

As you read the documents in this chapter, keep in mind the following broad questions. These questions will help you understand the relationship between the documents in this chapter and the historical changes that they represent. As you reflect on these questions, determine which themes and which documents best address them.
• In what ways were the North American colonies influenced by both contact with and distance from Europe?
• What were the geographic boundaries of the transatlantic world? How did those boundaries shape the economics of the transatlantic world?
• In what ways did the transatlantic world shape societies of Africans, Native North Americans, and Europeans?
• How did changes in thought and belief strengthen the bonds between the colonies and Europe? At the same time, how did they also weaken those bonds?
DOCUMENT 3.1 | First Navigation Act of 1660

The Navigation Act of 1660 regulated British exports to and imports from North America, which allowed the colonial power to monopolize trade with its colonies and thereby create a commercial empire. The economic theory behind government regulation of the economy to promote its own power is called mercantilism. This act raised significant revenue for the Crown, which used the funds to expand the navy and strengthen the empire.

Be it enacted, etc., that no commodity [economic product or raw material] of the growth, production, or manufacture of Europe, shall be imported into any land, island, plantation, colony, territory, or place, to his Majesty belonging, or which shall hereafter belong unto or be in possession of his Majesty, his heirs and successors, in Asia, Africa, or America (Tangiers only excepted), but which shall be bona fide [made in good faith], and without fraud, laden and shipped in England, Wales, or the town of Berwick-upon-Tweed, and in English-built shipping, and which were bona fide bought before the 1st of October, 1662, and had such a certificate thereof as is directed in one act, passed the last session of the present Parliament, entitled, “An act for preventing frauds and regulating abuses in his Majesty’s customs”; and whereof the master and three fourths of the mariners, at least, are English, and which shall be carried directly thence to the said lands, islands, plantations, colonies, territories, or places, and from no other place or places whatsoever; any law, statute, or usage to the contrary notwithstanding; under the penalty of the loss of all such commodities of the growth, production, or manufacture of Europe, as shall be imported into any of them, from any other place whatsoever, by land or water; and if by water, of the ship or vessel, also, in which they were imported, with all her guns, tackle, furniture, ammunition, and apparel; one third part to his Majesty, his heirs and successors; one third part to the governor of such land, island, plantation, colony, territory, or place into which such goods were imported, if the said ship, vessel, or goods, be there seized, or informed against and sued for; or, otherwise, that third part, also, to his Majesty, his heirs and successors; and the other third part to him or them who shall seize, inform, or sue for the same in any of his Majesty’s courts in such of the said lands, islands, colonies, plantations, territories, or places where the offence was committed, or in any court of record in England, by bill, information, plaint, or other action, wherein no
essoin [excuse for not appearing in court], protection, or wager of law shall be


PRACTICING Historical Thinking

Identify: Describe three of the rules that regulated exports to the colonies.

Analyze: What interest did Great Britain have in establishing these rules? What interests might the colonies have had in these rules? In what ways did these rules undermine colonial interests?

Evaluate: How might Parliament justify passing legislation that benefited Great Britain but undermined colonial interests?

DOCUMENT 3.2 Charter of the Royal African Company

1662

Charles II (1630–1685) granted a charter for the creation of the British Company of Royal Adventurers Trading to Africa in 1662 to foster trade in Africa. The Royal African Company served British economic interests along the west coast of Africa for almost a hundred years and helped establish British power in the transatlantic world.

The Royal African Compan[y]'s Limits for Trade granted them by His Ma[jesty]'s Charter. . .

In the River Gambia, upon James Island, the Compa[n]y have built a Fort, where seventy men, at least, are kept. And there is a Factory from whence Elephants' Teeth, Bees-wax, and Cowhides are exported in very considerable quantities. The River Gambia is very large, and runs up very high (much higher than any discovery hath bin made) and it is supposed the Gold comes most from places, at the head of this River.

The Company have several small factory in this River, . . . at Rio Noones, Riopongo, and Calsamança, and doe trade by their Sloops, to Rio Grande and Catchao, for those Commodities, and also for Negro's. . .

Thence they sail into another River called Sherbero, where alsoe a factory is setled, and the Trade there is chiefly for Red-wood, useful in dying; of which sometimes Three hundred Tonns per ann [year], may bee got, and some Elephants' Teeth. . .

The Slaves they purchas[e]d are sent, for a Supply of Servants, to all His Ma[jesty]'s American Plantations which cannot subsist without them.
The Gold and Elephants’ Teeth, and other Commodities, which are procured in Africa, are all brought into England. The Gold is always coined in His Ma[jes]ty’s Mint. And the Elephants Teeth, and all other goods, which the Company receives, either from Africa or the Plantations, in returne for their Negros, are always sold publicly. . . .


PRACTICING Historical Thinking

Identify: What goods did the Royal African Company acquire along the coast of West Africa?

Analyze: How might Africa’s incorporation into the British mercantilist system have shaped the economies of British North America?

Evaluate: Who were the beneficiaries of this charter?

DOCUMENT 3.3  Commission for the Dominion of New England

1688

James II (1633–1701) created the Dominion of New England in 1688 to place the New England colonies under royal control as part of the British mercantile policy that included the First Navigation Act of 1660 (Doc. 3.1) and the Charter of the Royal African Company (Doc. 3.2). James II made Sir Edmund Andros, former governor of New York, governor of the Dominion, which encompassed the New England colonies of Plymouth, Rhode Island, Connecticut, and Massachusetts Bay. James II was toppled by Parliament during the Glorious Revolution of 1689 and the Dominion of New England was dissolved.

James the Second by the Grace of God King of England, Scotland, France and Ireland Defender of the Faith &c. To our trusty and well beloved Sr. Edmund Andros Knt. Greeting: Whereas by our Commission under our Great Seal of England, bearing date the third day of June in the second year of our reign we have constituted and appointed you to be our Captain General and Governor in Chief in and over all that part of our territory and dominion of New England in America known by the names of our Colony of the Massachusetts Bay, our Colony of New Plymouth, our Provinces of New Hampshire and Main and the Narraganset Country or King’s Province. And whereas since that time Wee have thought it necessary for our service and for the better protection and security
of our subjects in those parts to join and annex to our said Government the neighboring Colonies of Road Island and Connecticut, our Province of New York and East and West Jersey, with the territories thereunto belonging, as wee do hereby join annex and unite the same to our said government and dominion of New England. Wee therefore reposing especiall trust and confidence in the prudence courage and loyalty of you the said Sir Edmund Andros, out of our especiall grace certain knowledge and mere motion, have thought fit to constitute and appoint as wee do by these presents constitute and appoint you the said Sr. Edmund Andros to be our Captain Generall and Governor in Chief in and over our Colonies of the Massachusetts Bay and New Plymouth, our Provinces of New Hampshire and Main, the Narraganset country or King’s Province, our Colonys of Road Island and Connecticutt our Province of New York and East and West Jersey, and of all that tract of land circuit continent precincts and limits in America lying and being in breadth from forty degrees of Northern latitude from the Equinoctiall Line to the River of St. Croix Eastward, and from thence directly Northward to the river of Canada, and in length and longitude by all the breadth aforesaid and throughout the main land from the Atlantick or Western Sea or Ocean on the East part, to the South Sea on the West part, with all the Islands, Seas, Rivers, waters, rights, . . . thereunto belonging (our province of Pensilvania and country of Delaware only excepted), to be called and known as formerly by the name and title of our territory and dominion of New England in America. . . .


PRACTICING Historical Thinking

Identify: A writer’s or speaker’s audience may include some people who agree with his point of view and others who disagree with his point of view. Who is James II’s intended audience? What colonies would be affected by this new policy?

Analyze: Describe the society and values of the original English settlers of New England (Docs. 2.9 and 2.10). What might their response have been to this policy?

Evaluate: The Dominion of New England did not survive James II’s rule. With his overthrow in the Glorious Revolution of 1689, what precedent was set for legislative power in Great Britain? (You may need to check your textbook to answer this question.) How might this precedent also have affected the British North American colonies?
By the beginning of the eighteenth century, Great Britain, Spain, and France began to compete for territory in North America, as shown in the map below. Native Americans increasingly found themselves forced to choose sides among Europeans in these colonial conflicts.

PRACTICING Historical Thinking

Identify: Locate the North American territories of the three primary colonial powers in this map, and note the economic advantages of each location.

Analyze: You will recall from previous chapters that an inference is an educated guess based on available evidence. Looking at this map, what potential areas of conflict do you see? What can you infer will be the causes of these conflicts?

Evaluate: Based on this map, what geographic and political factors could foster competition and exchanges between native peoples and Europeans?
Thomas Oliver, writing on behalf of the colonial government of Massachusetts, composed this letter to Queen Anne of Great Britain to describe native attacks on British colonists during Queen Anne’s War (1702–1713). Throughout the war, the French were allied with the Algonquin, and the British allied with the Iroquois.

And they are Animated & Encouraged to such Barbarity’s by the french setting the heads of your Matys [Majesty’s] Subjects, at a price upon bringing in their Scalps, and they kill many in cold blood after they have received them to Quarter, They have the advantage of Retiring for shelter, to the Obscured Recesses of a Vast rude Wilderness, full of Woods, Lakes, Rivers, ponds, Swamps, Rocks and Mountains, whereto they make an Easy and quick Passage, by means of their Wherry’s [shallow river barges] or burchen [birch] Canoes of great Swiftness and light of Carriage; The matter whereof they are made being to be found almost every where, and their skill and dexterity for the making and Using of them is very extraordinary, which renders our Tiresome marches after them Ineffectual. These Rebels have no fixt Settlements, but are Ambulatory, & make frequent removes . . . , having no other Houses, but Tents or huts made of Barque or Kinds of Trees, Matts &c. which they soon provide in all places where they come, So that it is Impracticable to pursue or follow them with any Body of Regular Troops, they are supported and Encouraged by the french, who make them yearly Presents Gratis [for free], of Clothing, Armes and Ammunition, Besides the Supply they Afford them for the Beaver and Furrs, which they take in hunting, and Constantly keep their Priests & Emissaries among them, to steady them in their Interests, and the bigotries w:ch [which] they have Instilled into them. The French also oft times join them in their Marches on our Frontiers. We humbly Conceive w.th [within] Submission, That the most probable Method of doing Execution upon them & Reduceing them, is by men of their own Colour, way & manner of living. And if yor Majesty shall be Graciously pleased to Command the Service of the Mohawks, and other Nations of the Western Indians that are in friendship and Covenant with your Ma.tys [Majesty’s] Several Governments, against these Eastern Indian Rebels, for which they Express themselves to stand ready, and to whom they are a Terrour. They would with the Blessing of God in Short time Extirpate [destroy] or Reclaim them, and prevent the Incursions made upon us from Canada or the East. . . .

Below is an excerpt from the Treaty of Utrecht, which ended Queen Anne’s War in 1713.

The subjects of France inhabiting Canada, and others, shall hereafter give no hinderance or molestation to the five nations or cantons of Indians, subject to the domination of Great Britain, nor to the other natives of America, who are friends to the same. In like manner, the subjects of Great Britain shall behave themselves peaceably towards the Americans who are subjects or friends to France; and on both sides they shall enjoy full liberty of going and coming on account of trade. As also the natives of those countries shall, with the same liberty, resort, as they please, to the British and French colonies, for promoting trade on one side and the other, without any molestation or hinderance, either on the part of the British subjects or of the French. But it is to be exactly and distinctly settled by commissaries [government officials], who are, and who ought to be accounted the subjects and friends of Britain or of France.

### Historical Causation

The late seventeenth and early eighteenth centuries represented a time of confrontation between the French, the English, and their Native American allies in North America. Choose two long-term and two proximate causes for these conflicts (use your textbook or class notes as necessary). How did all of these short- and long-term causes play a role in the creation of at least four of the documents above? Copy the chart below into your notebook to help you organize your thoughts:

<table>
<thead>
<tr>
<th>Confrontation between the French, the English, and their native allies (seventeenth and early eighteenth centuries)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proximate causes</strong></td>
<td><strong>Long-term causes</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
William Penn (1644–1718) founded the colony of Pennsylvania in 1681 as a haven for religious dissidents, especially Quakers. Below is an excerpt from his "Frame of Government," which established the political structure of the colony.

... I know what is said by the several admirers of monarchy, aristocracy and democracy, which are the rule of one, a few, and many, and are the three common ideas of government, when men discourse on that subject. But I chuse to solve the controversy with this small distinction, and it belongs to all three: any government is free to the people under it (whatever be the frame) where the laws rule, and the people are a party to those laws, and more than this [anything else] is tyranny, oligarchy [government by a small, powerful group], or confusion.

... [W]hen all is said, there is hardly one frame of government in the world so ill designed by its first founders, that, in good hands, would not do well enough; and story tells us, the best, in ill ones, can do nothing that is great or good; witness the Jewish and Roman states. Governments, like clocks, go from the motion men give them; and as governments are made and moved by men, so by them they are ruined too. Wherefore governments rather depend upon men, than men upon governments. Let men be good, and the government cannot be bad; if it be ill, they will cure it. But if men be bad, let the government be never so good, they will endeavor to warp and spoil it to their turn.

DOCUMENT 3.8  Letter from a Gentleman of the City of New York on Leisler’s Rebellion

1689

After the dissolution of the Dominion of New England in 1689 and the overthrow of James II (Doc. 3.3), Jacob Leisler (1640–1691), a German-born colonist living in the Province of New York, claimed that royal power no longer ruled in the New York colony. Leisler’s rebellion managed to control New York for two years, but in 1691, Leisler’s rebels were expelled by British troops, and Leisler was sentenced to be executed for treason.

. . . [A]gainst Expectation it soon happened, that on the last day of said Month of May, Capt. Leisler having a Vessel with some Wines in the Road, for which he refused to pay the Duty, did in a Seditious manner stir up the meanest sort of the Inhabitants (affirming, That King James being fled the Kingdom, all manner of Government was fallen in this Province) to rise in Arms, and forcibly possess themselves of the Fort and Stores, which accordingly was effected whilst the Lieut. Governor and Council, with the Convention, were met at the City Hall to consult what might be proper for the common Good and Safety; where a party of Armed Men came from the Fort, and forced the Lieut. Governor to deliver them the Keys; and seized also in his Chamber a Chest with Seven Hundred Seventy Three Pounds, Twelve Shillings, in Money of the Government. . . .

About a week after, Reports came from Boston, That their Royal Highnesses, the Prince and Princess of Orange were proclaimed King and Queen of England. . . . Capt. Leisler . . . did proclaim the same, though very disorderly, after which he went with his Accomplices to the Fort . . . and drank the Health and Prosperity of King William and Queen Mary with great Expressions of Joy.

Two days after, a printed Proclamation was procured by some of the Council, . . . appointed to collect the Revenue until Orders should arrive from England. . . .

But as soon as those Gentlemen entered upon the Office, Capt. Leisler with a party of his Men in Arms, and Drink, fell upon them at the Custom-House, and with Naked Swords beat them thence, endeavoring to Massacre some of them, which were Rescued by Providence. Whereupon said Leisler beat an Alarm, crying about the City, “Treason, Treason.” . . .

The said Capt. Leisler, finding almost every man of Sense, Reputation, or Estate in the place to oppose and discourage his Irregularities, caused frequent false Alarms to be made, and sent several parties of his armed Men out of the Fort, drag’ d into nasty . . . [Jails]. . . Gentlemen, and others, . . . without any Process, or allowing them to Bail. . . .

In this manner he the said Leisler, with his Accomplices, did force, pillage, rob and steal from their Majesties good Subjects within this Province, almost to their utter Ruin, vast Sums of Money, and other Effects, the estimation of the Damages
done only within this City of New-York amounting, as by Account may appear, to the Sum of Thirteen Thousand Nine Hundred and Fifty Nine Pounds, besides the Rapines, Spoils and Violences done at Coll. Willets on Nassau-Island, and to many others in several parts of the Province.


**PRACTICING Historical Thinking**

**Identify:** What actions did Leisler take after receiving word of the overthrow of James II? Did Leisler’s actions change after hearing that the prince and princess of Orange were proclaimed king and queen of England? Explain what actions followed.

**Analyze:** What is the author’s attitude toward Leisler’s Rebellion? What details of this description communicate this attitude?

**Evaluate:** Characterize the range of attitudes toward the British government portrayed in this document.

**DOCUMENT 3.9 JOHN LOCKE, “Second Treatise on Civil Government” 1690**

John Locke (1632–1704), an English political philosopher, wrote primarily in support of the Glorious Revolution, the peaceful, parliamentary overthrow of James II in 1689. Locke’s “Two Treatises on Civil Government” proved influential with North American British colonists in the eighteenth century.

If man in the state of nature be so free, as has been said; if he be absolute lord of his own person and possessions, equal to the greatest, and subject to no body, why will he part with his freedom? Why will he give up this empire, and subject himself to the dominion and control of any other power? To which ‘tis obvious to answer, that though in the state of nature he hath such a right, yet the enjoyment of it is very uncertain, and constantly exposed to the invasion of others; for all being kings as much as he, every man his equal, and the greater part no strict observers of equity and justice; the enjoyment of the property he has in this state is very unsafe, very unsecure. This makes him willing to quit this condition, which however free, is full of fears and continual dangers: And ’tis not without reason, that he seeks out, and is willing to join in society with others who are already united, or have a mind to unite for the mutual preservation of their lives, liberties and estates, which I call by the general name, property.
The great and chief end, therefore, of men's uniting into commonwealths, and putting themselves under government, is the preservation of their property. . . .


**PRACTICING Historical Thinking**

*Identify:* According to Locke, why do governments exist?

*Analyze:* Compare Locke's arguments here to William Penn's in Document 3.7. What contextual factors might have influenced both? (For a review of contextualization, see Chapter 2.)

*Evaluate:* In what ways could Locke's conception of freedom as natural be used to undermine royal authority? In answering this question, consider this quote from Locke: "If man in the state of nature be so free, as has been said; if he be absolute lord of his own person and possessions, equal to the greatest, and subject to no body, why will he part with his freedom?"

**DOCUMENT 3.10** Image of John Winthrop IV

1773

John Winthrop IV (1714–1779), professor of mathematics and natural philosophy, was the great-great-grandson of the first governor of Massachusetts, John Winthrop (Doc. 2.4).
Benjamin Franklin (1706–1790), printer and prominent leader of the American Revolution, published the first best-selling series in the British North American colonies, Poor Richard’s Almanack. Below is the introduction from the 1739 edition. Franklin published under the pseudonym “Richard Saunders” and was both the author and the publisher of the book.

Kind Reader,

Encouraged by thy former Generosity, I once more present thee with an Almanack, which is the 7th of my Publication. While thou art putting Pence in my Pocket, and furnishing my Cottage with necessaries, Poor Dick is not unmindful to do something for thy Benefit. The Stars are watch’d as narrowly as old Bess watch’d her Daughter, that thou mayst be acquainted with their Motions, and told a Tale of their Influences and Effects, which may do thee more good than a Dream of last Year’s Snow.

Ignorant Men wonder how we Astrologers foretell the Weather so exactly, unless we deal with the old black Devil. Alas! . . . For Instance; The Stargazer peeps at the Heavens thro’ a long Glass: He sees perhaps TAURUS, or the great Bull, in a mighty Chase, stamping on the Floor of his House, swinging his Tail about, stretching out his Neck, and opening wide his Mouth. 'Tis natural from these Appearances to judge that this furious Bull is puffing, blowing and roaring. Distance being consider’d, and Time allow’d for all this to come down, there you have Wind and Thunder. He spies perhaps VIRGO (or the Virgin;) she turns her Head round as it were to see if any body observ’d her; then crouching down gently, with her Hands on her Knees, she looks wistfully for a while right forward. He judges rightly what she’s about: And having calculated the Distance and allow’d Time for its Falling, finds that next Spring we shall have a fine April shower. What can be more natural and easy than this? I might instance the like in many other particulars; but this may be sufficient to prevent our being taken for Conjurers. O the wonderful Knowledge to be found in the Stars! Even the smallest Things are written there, if you had but Skill to read. . . .
Besides the usual Things expected in an Almanack, I hope the profess’d Teachers of Mankind will excuse my scattering here and there some instructive Hints in Matters of Morality and Religion. And be not thou disturbed, O grave and sober Reader, if among the many serious Sentences in my Book, thou findest me trifling now and then, and talking idly. In all the Dishes I have hitherto cook’d for thee, there is solid Meat enough for thy Money. There are Scraps from the Table of Wisdom, that will if well digested, yield strong Nourishment to thy Mind. . . .

Some People observing the great Yearly Demand for my Almanack, imagine I must by this Time have become rich, and consequently ought to call myself Poor Dick no longer. But, the Case is this,

When I first begun to publish, the Printer made a fair Agreement with me for my Copies, by Virtue of which he runs away with the greatest Part of the Profit.—However, much good may’t do him; I do not grudge it him; he is a Man I have a great Regard for, and I wish his Profit ten times greater than it is. For I am, dear Reader, his, as well as thy

Affectionate Friend,
R. SAUNDERS.


---

PRACTICING Historical Thinking

**Identify:** Poor Richard’s Almanack is considered to be the first secular best seller in British North America. In what ways does Franklin acknowledge the growing market in consumable goods like books?

**Analyze:** How does Franklin poke fun at any of the following—wealth, youth, and religious devotion?

**Evaluate:** By poking fun at important topics like wealth, youth, and religious devotion, Franklin subtly comments on humanity and human nature. How would you characterize Franklin’s commentary?

---

**DOCUMENT 3.12**

GEORGE WHITEFIELD, “Marks of a True Conversion”

1739

George Whitefield (1714–1770) was an English theologian who visited British North America in the 1730s and 1740s, and he inspired, like Jonathan Edwards (Doc. 3.13), a wave of religiosity in the colonies that is known as the First Great Awakening. In this excerpt from the sermon “Marks of a True Conversion,” Whitefield encourages his listeners to communicate with God in a personal, informal manner.
Are ye God's children? Are ye converted, and become like little children? Then deal with God as your little children do with you; as soon as ever they want any thing, or if any body hurts them, I appeal to yourselves if they do not directly run to their parent. Well, are ye God's children? Doth the devil trouble you? Doth the world trouble you? Go tell your Father of it, go directly and complain to God. Perhaps you may say, I cannot utter fine words: but do any of you expect fine words from your children? If they come crying, and can speak but half words, do not your hearts yearn over them? And has not God unspeakably more pity to you? If ye can only make signs to him; “As a father pitieth his children, so will the Lord pity them that fear him.” I pray you therefore be bold with your Father, saying, “Abba, Father! Satan troubles me, the world troubles me, my own mother’s children are angry with me; heavenly Father, plead my cause!” The Lord will then speak for you some way or other.


PRACTICING Historical Thinking

Identify: What topics does Whitefield encourage his listeners to discuss with God?
Analyze: How might a discussion with God in this manner influence a worshipper’s understanding of her place in the universe?
Evaluate: Compare Whitefield’s tone to Benjamin Franklin’s (Doc. 3.11). How are they both similar in their informality and appeal to the individual? How do they differ?

DOCUMENT 3.13 JONATHAN EDWARDS, “Sinners in the Hands of an Angry God” 1741

Jonathan Edwards wrote the sermon “Sinners in the Hands of an Angry God” to proclaim the horrors of damnation in terms that were more personal and visceral than the language used by his Puritan forebears. Edwards’s rhetoric and tone reflect the emphasis on individual salvation that marked the First Great Awakening, the British North American religious movement of the 1740s.

So that thus it is that natural men are held in the hand of God over the pit of hell; they have deserved the fiery pit, and are already sentenced to it; and God is dreadfully provoked, his anger is as great towards them as to those that are actually suffering the executions of the fierceness of his wrath in hell, and they have done nothing in the least to appease or abate that anger, neither is God in the
least bound by any promise to hold them up one moment: the devil is waiting for them, hell is gaping for them, the flames gather and flash about them, and would fain lay hold on them, and swallow them up; the fire pent up in their own hearts is struggling to break out; and they have no interest in any Mediator, there are no means within reach that can be any security to them. In short, they have no refuge, nothing to take hold of; all that preserves them every moment is the mere arbitrary will, and uncovenanted, unobliged forbearance of an incensed God.

The use of this awful subject may be for awakening unconverted persons in this congregation. This that you have heard is the case of every one of you that are out of Christ.—That world of misery, that lake of burning brimstone, is extended abroad under you. There is the dreadful pit of the glowing flames of the wrath of God; there is hell's wide gaping mouth open; and you have nothing to stand upon, nor any thing to take hold of; there is nothing between you and hell but the air; it is only the power and mere pleasure of God that holds you up.

The God that holds you over the pit of hell, much as one holds a spider, or some loathsome insect, over the fire, abhors you, and is dreadfully provoked: his wrath towards you burns like fire; he looks upon you as worthy of nothing else, but to be cast into the fire; he is of purer eyes than to bear to have you in his sight; you are ten thousand times more abominable in his eyes, than the most hateful venomous serpent is in ours. You have offended him infinitely more than ever a stubborn rebel did his prince: and yet, it is nothing but his hand that holds you from falling into the fire every moment. It is to be ascribed to nothing else, that you did not go to hell the last night; that you was suffered to awake again in this world, after you closed your eyes to sleep. And there is no other reason to be given, why you have not dropped into hell since you arose in the morning, but that God's hand has held you up. There is no other reason to be given why you have not gone to hell, since you have sat here in the house of God, provoking his pure eyes by your sinful wicked manner of attending his solemn worship. Yea, there is nothing else that is to be given as a reason why you do not this very moment drop down into hell.

The interior of St. James Anglican Church, built between 1711–1719 in Goose Creek, South Carolina, represents a traditional Anglican pulpit of the early eighteenth century. Anglicanism was the official and recognized Church of England, whose leader was the king or queen.

PRACTICING Historical Thinking

**Identify:** What is the focal point of this image—that is, to what image is the viewer’s eye drawn?

**Analyze:** What does the focal point tell us about the social structures and values of this Anglican congregation?

**Evaluate:** How did this pulpit translate secular English conceptions of social hierarchy into religious ones in the North American colonies?

Mt. Shiloh Baptist Church in rural Virginia fell under the classification of “dissenting” churches according to the British government. Dissenting churches were not officially recognized forms of Christianity, and Dissenters were prevented from attending certain universities and undertaking certain professions, especially those connected to the government.
PRACTICING Historical Thinking

Identify: What is the focal point of this image?

Analyze: What does the focal point tell us about the social structures and values of this Baptist congregation?

Evaluate: Compare this pulpit to the image in Document 3.14. What are the similarities? What are the differences? What differences might each represent in their parishioners' ideas about social hierarchy?

APPLYING AP® Historical Thinking Skills

COMBINING SKILLS REVIEW | Comparison and Contextualization

As you’ll recall from the previous chapters, when you compare or contextualize, you think broadly about historical events. These two skills complement each other because when you determine a broad context, you invite comparisons. Consider the following prompt:

Although Benjamin Franklin (Doc. 3.11), George Whitefield (Doc. 3.12), and Jonathan Edwards (Doc. 3.13) wrote these documents within two years of each other, each presented seemingly different views of human nature. Characterize the context in which British subjects in North America produced these views and the extent to which they conflicted with each other. Refer to the documents above and your knowledge of the time period to make your case.

STEP 1 Rereading and Analyzing

Reread the documents by Benjamin Franklin (Doc. 3.11), George Whitefield (Doc. 3.12), and Jonathan Edwards (Doc. 3.13). Determine at least four similarities, and list them in the chart below regarding human nature:
Now consider at least four differences between the three documents:

<table>
<thead>
<tr>
<th>Difference 1</th>
<th>Difference 2</th>
<th>Difference 3</th>
<th>Difference 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Franklin, Whitefield, and Edwards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2 Incorporating Contextualization**

After you have completed the chart, provide two claims, and follow each claim with at least three evidence statements that answer the prompt. (For definitions of claim and evidence, see Chapter 1.) Your claims should include the context in which all three authors wrote. Your evidence statements should incorporate similarities and differences from your chart as well as references to the documents themselves. You will use a categorical outline to organize your paragraphs.

I. Claim of similarities and their context
   Evidence statements:
   A. Franklin
   B. Whitefield
   C. Edwards

II. Claim of differences and their context
   Evidence statements:
   A. Franklin
   B. Whitefield
   C. Edwards

Now write a thesis statement that summarizes both of your claims above. For a review of a thesis statement, see Chapter 1.
PUTTING IT ALL TOGETHER

Revisiting the Main Point

• How did transatlantic interactions solidify as well as challenge traditional British conceptions of power and hierarchy?
• What effects did the First Great Awakening and the Enlightenment in colonial North America have on British imperial policy and colonists’ conception of their place within the empire?
• Discuss three ways in which geography helped shape the transatlantic world.
• To what extent were the First Great Awakening and the Enlightenment products of British mercantilist policies?
• How did the geography of North America fuel conflicts between Europeans and between Europeans and natives?
• To what extent were the social hierarchies created in the New World a holdover from European hierarchies?

BUILDING AP® WRITING SKILLS

The Subordinated Thesis Statement

Rarely does a thesis statement provide a simple answer. As you may have noticed in the third Applying AP® Historical Thinking Skills exercise in Chapter 1 (on historical causation), questions about cause and effect (such as “What are the causes of the Revolutionary War?”) provide room for ambiguity, complexity, and counterargument.

When historians combine historical thinking skills, they are able to subordinate, or weigh several arguments within a single statement. A subordinated thesis statement offers more than one point to make an argument. Here is an example of such a statement:

Although ideological values initiated the First Great Awakening and British Enlightenment [claim 1], economic motives were the primary force in spreading this new way of thinking [claim 2].

Practice blending comparison, contextualization, and historical causation by preparing a subordinated thesis to the following prompt:

Consider which had a greater influence over British colonial thinking by 1754—religious thought or secular thought. Explain your reasoning.
**STEP 1  Understand the prompt, and identify the key words**

As you remember from Chapter 1, you must first understand your question. Draw a square around your topic (“colonial thinking”). Draw a line underneath your task (“Consider which had a greater influence”). Draw a circle around the events in the question (“religious thought” or “secular thought”).

**STEP 2  Generate a working thesis**

To generate a working thesis to a historical prompt, begin by brainstorming what you know. Review the prompt’s topic above, and create a list of potential questions, such as this one:

- **Causation:** What were the influences on colonial thinking?
- **Comparison:** How do the religious and secular ideas of this era compare?
- **Contextualization:** What were the key contexts that shaped colonial life during each period?

Your thesis statement to this question will benefit from subordination. For example, if you write, “Colonial thinking was influenced more by religious thought than secular thought,” you need to acknowledge the many contexts (economic, political, religious, and social) that shape a group’s mind-set.

If you write, “Religious thought and secular thought had an equal degree of influence over colonial thinking,” you still need to acknowledge the complexities of colonial mind-sets.

The following flowchart may help you determine a subordinated thesis:

```
Determine your initial claim here:
Example: Politically, by 1754, colonists were . . .
↓
Determine your initial claim here:
Example: Socially, by 1743, colonists were . . .
↓
THESIS
```

**STEP 3  Identify your evidence, and categorize your documents**

Using your knowledge of the time period, brainstorm a list of facts that you remember about this topic. The following chart may assist you in developing your comparison:
A subordinated thesis statement often is determined after the essay has been planned. When you outline an essay with a subordinated thesis, it can be useful to organize your response using a point-by-point outline. Unlike the categorical outline, which outlines an essay according to categories provided by the prompt, a point-by-point outline organizes an essay by claims that you generate as part of your argument.

Given the comparative nature of this task, consider the following point-by-point outline as a way to structure your response:

**Point 1: Economic influences (claim)**
- Evidence:
  - Religious thought (proximate and long-term causes)
  - Secular thought (proximate and long-term causes)

**Point 2: Political influences (claim)**
- Evidence:
  - Religious thought (proximate and long-term causes)
  - Secular thought (proximate and long-term causes)

**Point 3: Social influences (claim)**
- Evidence:
  - Religious thought (proximate and long-term causes)
  - Secular thought (proximate and long-term causes)

Notice how the topic (economic, political, and social influences) of each paragraph’s claim is not from the prompt. Each is, instead, a point determined by the author of the essay based on her understanding of the time period.

After you have composed your outline, you are in a position to make a clear thesis about this era. You can write, for example, “Colonial thought was shaped by religious influences X and Y, although the secular influence of Z was also prominent.” This approach allows you to achieve greater complexity in your thesis.
Although you might determine your thesis after you have organized your essay, this thesis statement generally will appear in your introductory paragraph. When you subordinate one of the points in your thesis, you use words that evaluate competing ideas, such as the following:

- However
- Still
- While
- Although
- Since
- Despite
- Even though
- Nevertheless
- But

Using these terms, your subordinated thesis might look something like this:

**Although** secular social and political influences shaped English colonial thinking during the eighteenth century, most British North Americans lived within a religious mind-set.

or like this:

After 1700, a religious mind-set remained important for British North Americans. **Nevertheless**, throughout the eighteenth century, colonial thinking became increasingly influenced by secular social and political ideas from the European continent.

**Conclusion**

Effective conclusions move beyond a summary of the body paragraphs or a restatement of the thesis and make global statements about the issue at hand. In concluding a comparison-and-contrast essay, consider the conclusion as answering one (or more) of these questions:

1. Why is this particular comparison important to understanding this topic? In this case, how does comparing two modes of thought enhance our understanding of this era?
2. What made these competing modes of thinking endure?
3. To what extent does this comparison invite an understanding of additional modes of thinking that influenced the American identity?

Complete the process with a concluding paragraph to your outline.
How Puritan Were the Puritans?

Competing views of the Puritans have emerged, with some historians viewing the Puritans—and their beliefs—as the beginnings of the American desire to break free of rigid, institutionalized belief systems. For others, the Puritans’ shared beliefs and commitments to community provided the moral foundation for a new experiment in democracy that protected the inalienable rights of man. Perhaps at the core of these different views is the extent to which the new colonists could successfully assume greater control over their own lives in the enormous uncertainties of the New World. You already have studied various perspectives of the belief systems of the colonists. As you read the two passages below, consider how different historians promote different perspectives on the Puritans.

Thus Puritanism appears, from the social and economic point of view, to have been a philosophy of social stratification, placing the command in the hands of the properly qualified and demanding implicit obedience from the uneducated; from the religious point of view it was the dogged assertion of the unity of intellect and spirit in the face of a rising tide of democratic sentiment suspicious of the intellect and intoxicated with the spirit. It was autocratic, hierarchical, and authoritarian. It held that in the intellectual realm holy writ was to be expounded by right reason, that in the social realm the expounders of holy writ were to be mentors of farmers and merchants. Yet in so far as Puritanism involved such ideals it was simply adapting to its own purposes and ideals of the age. Catholics in Spain and in Spanish America pursued the same objectives, and the Puritans were no more rigorous in their application of an autocratic standard than King Charles himself endeavored to be—and would have been had he not been balked in the attempt.


. . . We have no way of knowing how many of the colonists were devout Calvinists, for no one took a census of beliefs. Yet common sense instructs us that religion (or the church) attracts not only a committed core, but also others who, like “horse-shed” Christians, limit their commitment. . . . From her childhood experiences as the daughter of a New England minister, Harriet Beecher Stowe [the author of Uncle Tom’s Cabin] remembered that in winters when the farm people were satisfied with their minister, they honored their contract to supply him with his firewood by bringing logs that were “of the best: none of your old makeshifts,—loads made out with crooked sticks and snapping chestnut logs, most noisy, and destructive to good wives’ aprons.” I wish to insist, therefore, on acknowledging variety and change, and accepting “horse-shed” Christians as part of my story.

Using the above two excerpts, respond to the following prompts:

1. Briefly explain one major difference between Miller and Johnson’s and Hall’s historical interpretations.
2. Briefly explain how you could support one of the excerpts by using one document that is from the same time period but is not mentioned in the excerpts.
3. Briefly explain how one document from Chapter 2 could be used to support the excerpt that you did not choose in the second prompt.