

# AMSCO Reading Guide

## Chapter 3

Colonial Society in the 18<sup>th</sup> Century  
2014-2015 Edition of Richardson Reading Guide Collection

This reading guide was written in **2014** to support student reading and comprehension of the **2015 edition** of AMSCO's *United States History Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach. It was aligned with the APUSH framework implemented for the **redesigned course in 2014**. Since then, College Board has **revised the redesigned framework**. **Throughout the 2015-2016 school year, reading guides will be amended and updated to better align with the 2015 College Board® revisions of the APUSH framework. As these guides are amended, they will be posted on [ffapush.com](http://ffapush.com).**

### A Note to Teachers:

Utilizing reading guides has been one of my most successful strategies in APUSH. This 2014-2015 edition reading guide was utilized by many teachers across the country last year, and their feedback along with my own data supports the value of this strategy. Although my students have a college level textbook and other supplements for this course, I strongly encourage my students to use the AMSCO guide regularly throughout the year. It is an optional purchase, and approximately 60-70% of my students will rely on it more than their textbook. It is more manageable than a long, detailed textbook; this is important as many of my students are in multiple advanced classes and extracurricular activities. More information about this recommended resource can be [found here](#).

Many of my colleagues require all students to complete reading guides, and that may be a choice you make as well; however, I would like to share my rationale for making them optional. In my experience, many students who enroll in APUSH have strong reading comprehension skills. This means that a percentage of students do not need reading guides to help them take notes and/or process content. By making reading guides mandatory, in my opinion, the teacher is creating busy work for higher level students. Also, making them mandatory increases the likelihood that students will simply “do” the activity, often accompanied by increased rates of copying others’ work. In addition, this strategy does not match with all learning styles; for example, students who are audio-visual may learn and progress better by relying more on video lectures or podcasts rather than reading a book.

I incentivize the guides by making them worth bonus points and/or recovery points. I also inform my students that over the years, this strategy has helped students maintain high averages, earn high test scores, and prepare for the AP exam. Each year, 90% (or higher) of students who complete them regularly maintain high grades and pass the exam.

Below are my basic purpose and directions included for each guide, but of course feel free to use this guide in whatever way serves your students’ needs best. In this copy, I have removed my personal directions in order to make it simpler for other teachers to utilize.

### Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading. This guide, **if completed in its entirety BOP (Beginning of Period) by the due date** will earn up to 10 bonus points. The benefits, however, go far beyond bonus points. ☺ **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment, but remember that 92% of students who completed reading guides regularly last year maintained an A average and passed the AP exam!

### Directions:

**Pre-Read:** Read the prompts/questions within this guide before you read the chapter.

**Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*

**Read/Analyze:** Read the chapter. **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**

**Write** Write your notes and analysis in the spaces provided. Print the guide and complete in **INK** or use pdfescape or similar program to create your own digital guide which will be saved in your course online notebook.

The average student will require 60-90 minutes to read and complete each guide effectively. Students who process information more slowly or struggle to comprehend what they read are encouraged to create a study group where discussion of the text accompanies reading, note taking, and analyzing. These students will likely spent 90-120 minutes per chapter. If you have students who struggle in this way, I suggest having students read and complete the note taking portion on their own (center column of the guide in most cases), then meet with other students the next morning to discuss and complete the analysis questions. Students often completed this step in morning tutoring where I can help coach them in thinking more critically about what they read.

I also recommend that you provide your students with a copy of the newly revised framework to accompany their reading. Remind them that the framework is the skeleton of the course, providing many basic concepts as well as explicit terms they must know for success in the course. The new framework can also be used as a simpler guide for note taking and review or for those relying on audio – visual resources. You can access this new framework [here](#).



**Guided Reading & Analysis: Colonial Society**  
**Chapter 3- Colonial Society in the 18<sup>th</sup> Century, pp 45-55**



(Image Source: Colonial Society of Massachusetts, *History of Crime and Punishment*)

**Reading Assignment:**

Ch. 3 AMSCO or other resource for content corresponding to Period 2.

**Purpose:**

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using higher level thinking skills with new knowledge gained from the reading.

**Basic Directions:**

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write your notes and analysis in the spaces provided.

**Key Concepts FOR PERIOD 2:**

**Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.**

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

**Key Concept 2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

**Key Concept 2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

**SECTION 1 Guided Reading, pp 45-55**

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish the section, analyze what you read by answering the question in the right hand column.

**1. Population Growth pp 45-46**

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Regional differences developed in the British colonies due to many factors, often creating conflict.</b></p> <p><b>European colonization efforts in North America stimulated intercultural contact.</b></p>	<p>Population Growth...</p> <p>European Immigrants...</p> <p>English...</p> <p>German...</p> <p>Scots-Irish...</p> <p>Other Europeans...</p> <p style="text-align: right;">...continued on next page</p>	<p><b>List 3 main reasons Europeans came to the New World.</b></p> <p>1.</p> <p>2.</p> <p>3.</p> <p><b>List 3 main differences between the German and Scots-Irish immigrants.</b></p> <p>1.</p> <p>2.</p> <p>3.</p>

	Africans...	<p>Explain 2 reasons the African immigrants differed from the other groups.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>
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## 2. The Structure of Colonial Society, p 47

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Cultural diversity contributed to the development of regional differences as well as a new identity.</b></p>	<p>General Characteristics...</p> <p>Self-Government...</p> <p>Religious Toleration...</p> <p>No Hereditary Aristocracy...</p> <p>Social Mobility...</p> <p>The Family...</p> <p>Men...</p> <p>Women...</p>	<p>List three major ways identity and way of life in the colonies differed from England.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>List three ways colonial society differed from modern day society.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

## 3. The Economy, p48

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences.</b></p>	<p>The Economy...</p> <p style="text-align: right;">...continued on next page</p>	<p>How did Britain influence the developing colonial economy?</p>

<p>Along with other factors, environmental and geographical variations, including climate and natural resources, contributed to regional differences.</p>	<p>New England...</p> <p>Middle Colonies...</p> <p>Southern Colonies...</p> <p>Monetary System...</p> <p>Transportation...</p>	<p>What do all three regions have in common economically?</p> <p>How did transportation impact colonial regions differently?</p>
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4. **Religion**, pp 49-50

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.</b></p>	<p>Religion...</p> <p>Challenges...</p> <p>Established Churches...</p> <p>The Great Awakening...</p> <p>Jonathan Edwards...</p> <p>George Whitefield...</p> <p>Religious Impact...</p> <p>Political Influence...</p>	<p>Explain why there was so much conflict between and among so many religious groups.</p> <p>Defend the following statement with 3 pieces of evidence: The spirit of rebellion responsible for the American Revolution began in the First Great Awakening.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

5. **Cultural Life**, pp 50-53

Key Concepts & Main Ideas	Notes	Analysis
<p><b>Many factors contributed to regional differences.</b></p> <p><b>Over time the colonies began to develop unique identity.</b></p> <p><b>Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.</b></p>	<p>Cultural Life...</p> <p>Achievements in the Arts and Sciences...</p> <p>Architecture...</p> <p>Painting...</p> <p>Literature...</p> <p>Science...</p> <p>Education...</p> <p>Elementary Education...</p> <p>Higher Education...</p> <p>Ministry...</p> <p>Physicians...</p> <p>Lawyers...</p> <p>The Press...</p> <p>Newspapers...</p> <p>The Zenger Case...</p> <p>Rural Folkways...</p> <p style="text-align: right;">...continued on next page</p>	<p>How "American" was colonial art? To what extent does it illustrate the development of a new/different society?</p> <p>Compare the importance and opportunity of education in the North to that in the South. Why were these two regions so different when it came to education?</p> <p>Compare the social hierarchy of ministers, doctors, and lawyers in the colonial era to the modern era. Why the change?</p> <p>List/Describe three ways the press influenced the development of the American identity.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

<p>The political thought of the Enlightenment and greater religious independence and diversity created conflict between Britain and her colonies.</p> <p>Over time the colonies began to develop unique identity.</p>	<p>The Enlightenment...</p> <p>Emergence of a National Character...</p>	<p>How did the Enlightenment threaten the English empire?</p>
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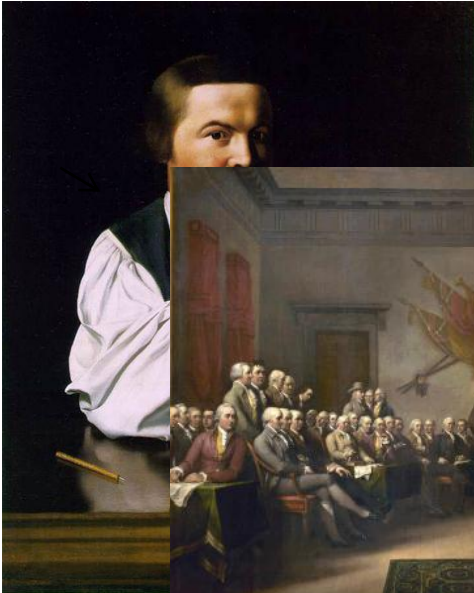
6. **Politics**, pp 54-55

Key Concepts & Main Ideas	Notes	Analysis
<p>The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.</p> <p>Britain's desire to maintain a viable North American empire in the face of growing internal challenges and external competition inspired efforts to strengthen its imperial control, stimulating increasing resistance from colonists who had grown accustomed to a large measure of autonomy.</p>	<p>Politics...</p> <p>Structure of Government...</p> <p>Local Government...</p> <p>Voting...</p>	<p>Explain how and why colonies of the world's most powerful empire developed unique, independent system of governing.</p> <p>Read Historical Perspectives on page 55. Which viewpoint do you agree with the most? Explain your choice.</p>

**Section 2: HIPP**

"On Being Brought from Africa to America"  
 "Twas mercy brought me from my pagan land  
 Taught my benighted soul to understand  
 That there's a God, that there's a savior, too;  
 Once I redemption neither sought nor knew.  
 Some view our sable race with scornful eye,  
 'Their color is a diabolic lie.'  
 Remember, Christians, Negroes black as Cain  
 May be refined and join the angelic train."  
 (1766, **Phillis Wheatley**)

<p><b>H</b>istorical Context:</p> <p><b>I</b>ntended Audience:</p> <p><b>A</b>uthor's <b>P</b>urpose:</p> <p><b>A</b>uthor's <b>P</b>oint of View:</p>
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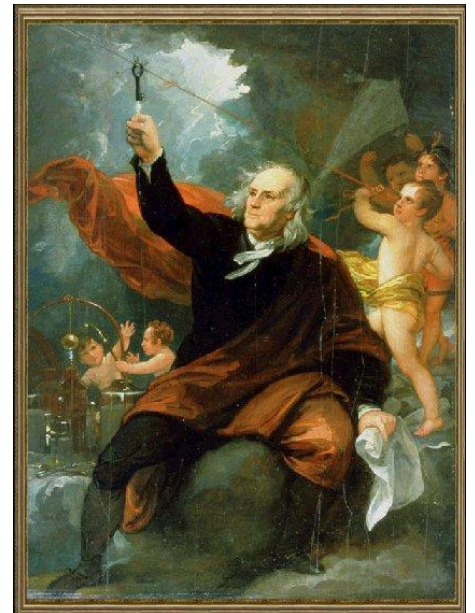
← **John Singleton Copley** was a very talented painter who went abroad to help develop his skills, like most painters had to do. One of his most famous paintings is this portrait of Paul Revere.

**John Trumbull** also studied in Europe, and he did paint many of our founders. The signing of the Declaration of Independence is one of his most famous pieces.



**Charles Wilson Peale** was one of the best-known American painters of the eighteenth century and one of the few to make his career in the United States rather than Europe. Originally apprenticed as a saddler, he was forced out of that trade because he joined the Sons of Liberty and most of his customers were Loyalists. He then became interested in art and studied under John Singleton Copley in Boston and **Benjamin West** in London. West painted *Franklin Drawing Lightning from the Sky* →

← Peale painted Washington seven times, including this portrait.



How would you characterize American art based on these examples? Think HIPP!

**H**istorical Context:

**I**ntended Audience:

**A**uthor's **P**urpose:

**A**uthor's **P**oint of View:

**Reading Guide written by Rebecca Richardson, Allen High School**

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, Wikipedia.org, College Board Advanced Placement United States History Framework, writing strategies developed by Mr. John P. Irish, Carroll High School, 12<sup>th</sup> edition of *American Pageant*, *USHistory.org*, *Britannica.com*, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating..