The midterm exam will cover material from Divine Ch. 1-5, supplemental readings and class handouts, and class lecture & discussion material. The exam contains objective (multiple choice, T/F, matching) and subjective components (primary source analysis & one long essay). I would suggest completing quizzes (resources to accompany Divine text) online to help prepare for the objective material. The terms listed below will help guide you through lecture notes and your readings. Items listed in **bold** refer to primary sources.

- Leif Eriksson
- Christopher Columbus
- Ferdinand and Isabella
- Columbian Exchange
- James Merrell – Indian’s New World
- mercantilism
- motivations for exploration
- Henry the Navigator
- the Far East
- Martin Luther
- John Calvin
- Protestant Reformation
- Henry VIII / English Reformation
- Treaty of Tordesillas
- **"The Requirement"**
- encomienda system
- joint-stock companies
- Virginia Company
- Jamestown
- Captain John Smith
- Powhatan
- John Rolfe
- Pocahontas
- Openchancanough
- tobacco & other colonial cash crops
- T.H. Breen’s article on Jamestown

**passenger lists – New England and Chesapeake Runaway Ads**
- indentured servitude
- headright system
- freedom dues
- House of Burgesses
- Bacon’s Rebellion
- William Berkley
- Nathaniel Bacon

- slave societies v. societies with slaves
- Anthony Johnson
- Pilgrims (Separatists)
- Plymouth Colony

**Mayflower Compact**
- William Bradford
- Puritans
- Massachusetts Bay Colony

- John Winthrop – “city upon a hill”
- Roger Williams
- Anne Hutchinson
- **Elizabeth Freake portrait (online)**
- Laurel Ulrich – childbirth/rearing in colonial America
- Pequot War
- King Phillip’s (Metacomet's) War
- Salem Witch Trials (1692)
- **Ann Putnam (documents/witchcraft trial)**
- spectral evidence
- William & Mary
- Glorious Revolution
- Quakers
- William Penn & settlement in Pennsylvania
- Redemptioners
- New York
- Transportation Act
- Georgia
- South Carolina
- Half-Way Covenant
- First Great Awakening
- Jonathan Edwards
- George Whitefield
- "old light" v "new light"
- Dominion of New England
- Edmund Andros
- Jemmy & the Stono Rebellion
- Negro Act
- Navigation Acts
- Salutary neglect
- Enlightenment
- John Locke
- Benjamin Franklin
- Poor Richard
- French and Indian War (Seven Years War)
- William Pitt
- Treaty of Paris (1763)
- Albany Congress/Albany Plan (1754)
- Proclamation Line of 1763
- Grenville Acts – Sugar, Stamp and Currency Act
- Townshend Duties
- Boston Tea Party
The exam also includes a section which asks you to use and interpret a primary source reading from class material and/or supplemental readings. I will select 2-3 documents from primary sources you’ve encountered in class (listed in bold above). You’ll need to analyze the source and explain to me what it tells you about early American history. You will have some choice in the matter so review the sources and focus on those you find most compelling and revealing.

The essay portion of your exam will constitute a significant portion of your overall exam grade. I will include two of the following questions one the exam and you will answer one. Since I am giving you a "heads up" on the exam questions, I expect your response to be a thoughtful and well-written essay. Support your arguments with specific examples drawn from class, video, and reading materials. Answer all sections of the essay to the best of your ability. Be sure to include a thesis statement which specifically states your main point(s).

1. Analyze the political, economic, and social forces that produced European colonization efforts in the 15th-17th centuries. What factors led to exploration and settlement of the New World? How did the arrival of the Europeans affect the environment and Native American cultures in America? How did developments in the New World affect the Old World? Consider at least 2 “Old World” nations/identities: Spain, France, England, Africa, Netherlands, etc.

2. Imagine that you are a settler immigrating to the New World in the 17th or early 18th century. Which colony would you prefer to live in: Boston (or Massachusetts), Jamestown (Chesapeake Society), or Pennsylvania? What factors would influence your decision? What would your life be like in this colony? How would your gender and race affect your experiences of the New World? How would historical events occurring within this colony affect you (i.e. if you were a settler in the backwoods of Virginia – how might you react to Bacon’s Rebellion?) (Please note: you can be “yourself” in this essay or choose an alternate sex, age, race, ethnicity, etc. but be sure to explain your “character” in the essay.)

3. We’ve spent a lot of time evaluating the years and ideas leading up to the American Revolution. What do you think are the most important issues influencing colonists’ decisions to remain loyal or to declare themselves patriots? Do you believe the American Revolution was a radical act? Why or why not? How did the Revolution affect the lives of American colonists (combatants and non-combatants, loyalists and patriots)? Defend your response with examples from course readings and lecture material. (Remember, I’m not asking if the revolution was inevitable – I’m asking if it was radical.)