

PART III: APPLYING WHAT YOU HAVE LEARNED*

~~1.~~ How did the geographic setting of North America—including its relation to Asia, Europe, and Africa—affect its subsequent history?

2. What were the common characteristics of all Indian cultures in the New World, and what were the important differences among them?

3. What fundamental factors drew the Europeans to the exploration, conquest, and settlement of the New World?

4. What was the impact on the Indians, Europeans, and Africans when each of their previously separate worlds “collided” with one another?

5. Should the European encounter with the Indian peoples of the Americas be understood primarily as a story of conquest and exploitation, or as one of mutual cultural encounter that brought beneficial as well as tragic results for both?

CH 1
Questions
Bailey/Kennedy

* Space is provided at the end of each chapter for answering the essay questions. Students needing more room should answer on separate sheets of paper.

Answer as short answer

CHAPTER 2

The Planting of English America, 1500–1733

PART I: REVIEWING THE CHAPTER

A. CHECKLIST OF LEARNING OBJECTIVES

After mastering this chapter, you should be able to

1. summarize the major factors that led England to begin colonization.
2. describe the development of the Jamestown colony from its disastrous beginnings to its later prosperity.
3. describe the cultural and social interaction and exchange between English settlers and Indians in Virginia, and the effects of the Virginians' policy of warfare and forced removal.
4. describe changes in the economy and labor system in Virginia and the other southern colonies.
5. indicate the similarities and differences among the southern colonies of Virginia, Maryland, North Carolina, South Carolina, and Georgia.

B. GLOSSARY

To build your social science vocabulary, familiarize yourself with the following terms:

1. **nationalism** Fervent belief and loyalty given to the political unit of the nation-state. "Indeed England now had . . . a vibrant sense of nationalism and national destiny." (p. 27)
2. **primogeniture** The legal principle that the oldest son inherits all family property or land. ". . . laws of primogeniture decreed that only eldest sons were eligible to inherit landed estates." (p. 28)
3. **joint-stock companies** An economic arrangement by which a number of investors pool their capital for investment. "Joint-stock companies provided the financial means." (p. 28)
4. **charter** A legal document granted by a government to some group or agency to implement a stated purpose, and spelling out the attending rights and obligations. ". . . the Virginia Company of London received a charter from King James I of England. . . ." (p. 28)
5. **census** An official count of population, often also including other information about the population. "By 1669 an official census revealed that only about two thousand Indians remained in Virginia. . . ." (p. 31)
6. **feudal** Concerning the decentralized medieval social system of personal obligations between rulers and ruled. "Absentee proprietor Lord Baltimore hoped that . . . Maryland . . . would be the vanguard of a vast new feudal domain." (p. 34)
7. **indentured servant** A poor person obligated to a fixed term of unpaid labor, often in exchange for a benefit such as transportation, protection, or training. "Also like Virginia, it depended for labor in its early years mainly on white indentured servants. . . ." (p. 34)

For each of these chapters

*Treat as if these were questions
you should be able to answer
after reading*

8. **toleration** Originally, religious freedom granted by an established church to a religious minority. “Maryland’s new religious statute guaranteed toleration to all Christians.” (p. 34)
9. **squatter** A frontier farmer who illegally occupied land owned by others or not yet officially opened for settlement. “The newcomers, who frequently were ‘squatters’ without legal right to the soil” (p. 40)
10. **buffer** In politics, a small territory or state between two larger, antagonistic powers and intended to minimize the possibility of conflict between them. “The English crown intended Georgia to serve chiefly as a buffer.” (p. 41)
11. **melting pot** Popular American term for an ethnically diverse population that is presumed to be “melting” toward some eventual commonality. “The hamlet of Savannah, like Charleston, was a melting-pot community.” (p. 41)

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle T; where it is false, circle F.

1. T F Protestant England’s early colonial ambitions were fueled by its religious rivalry with Catholic Spain.
2. T F The earliest English colonization efforts experienced surprising success.
3. T F The defeat of the Spanish Armada was important to North American colonization because it enabled England to conquer Spain’s New World empire.
4. T F Among the English citizens most interested in colonization were unemployed yeomen and the younger sons of the gentry.
5. T F Originally, the primary purpose of the joint-stock Virginia Company was to provide for the well-being of the freeborn English settlers in the colony.
6. T F The defeat of Powhatan’s Indian forces in Virginia was achieved partly by Lord De La Warr’s use of brutal “Irish tactics.”
7. T F The primary factor disrupting Indian cultures in the early years of English settlement was the introduction of Christianity.
8. T F The Maryland colony was founded to establish a religious refuge for persecuted English Quakers.
9. T F From the time of its founding, South Carolina had close economic ties with the British West Indies.
10. T F The principal export crop of the Carolinas in the early 1700s was wheat.
11. T F South Carolina prospered partly by selling African slaves in the West Indies.
12. T F In their early years, North Carolina and Georgia avoided reliance on slavery.
13. T F Compared with its neighbors Virginia and South Carolina, North Carolina was more democratic and individualistic in social outlook.
14. T F Britain valued the Georgia colony primarily as a rich source of gold and timber.
15. T F All the southern colonies eventually came to rely on staple-crop plantation agriculture for their economic prosperity.

B. Multiple Choice

Select the best answer and circle the corresponding letter.

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

- d. Virginia was founded mainly as an economic venture, while Maryland was intended partly to secure religious freedom for persecuted Roman Catholics.
9. After the Act of Toleration in 1649, Maryland provided religious freedom for all
- Jews.
 - atheists.
 - Protestants and Catholics.
 - those who denied the divinity of Jesus.
10. The primary reason that no new colonies were founded between 1634 and 1670 was
- the severe economic conditions in Virginia and Maryland.
 - the civil war in England.
 - the continuous naval conflicts between Spain and England that disrupted sea-lanes.
 - the English kings' increasing hostility to colonial ventures.
11. The early conflicts between English settlers and the Indians near Jamestown laid the basis for
- the intermarriage of white settlers and Indians.
 - the incorporation of Indians into the "melting-pot" of American culture.
 - the forced separation of the Indians into the separate territories of the "reservation system."
 - the use of Indians as a slave-labor force on white plantations.
12. The Indian peoples who most successfully adapted to the European incursion were
- those whose organization and customs most resembled those of the invaders.
 - the coastal tribes like the Powhatans who first encountered the English colonizers.
 - the more nomadic and warlike tribes who put up the most effective military resistance to the English.
 - the interior Appalachian tribes who used their advantages of time, space, and numbers to create a "middle ground" of economic and cultural interaction.
13. After the defeat of the coastal Tuscarora and Yamasee Indians by North Carolinians in 1711–1715,
- there were almost no Indians left east of the Mississippi River.
 - the remaining southeastern Indian tribes formed an alliance to wage warfare against the whites.
 - the powerful Creeks, Cherokees, and Iroquois remained in the Appalachian Mountains as a barrier against white settlement.
 - the remaining coastal Indians migrated to the West Indies.
14. Most of the early white settlers in North Carolina were
- religious dissenters and poor whites fleeing aristocratic Virginia.
 - wealthy planters from the West Indies.
 - the younger, ambitious sons of English gentry.
 - ex-convicts and debtors released from English prisons.
15. The high-minded philanthropists who founded the Georgia colony were especially interested in the causes of
- women's rights and labor reform.
 - temperance and opposition to war.
 - prison reform and avoiding slavery.
 - religious and political freedom.

C. Identification

Supply the correct identification for each numbered description.

1. _____ Nation where English Protestant rulers employed brutal tactics against the local Catholic population
2. _____ Island colony founded by Sir Walter Raleigh that mysteriously disappeared in the 1580s
3. _____ Naval invaders defeated by English “sea dogs” in 1588
4. _____ Forerunner of the modern corporation that enabled investors to pool financial capital for colonial ventures
5. _____ Name of two wars, fought in 1614 and 1644, between the English in Jamestown and the nearby Indian leader
6. _____ The harsh system of laws governing African labor, first developed in Barbados and later officially adopted by South Carolina in 1696
7. _____ Royal document granting a specified group the right to form a colony and guaranteeing settlers their rights as English citizens
8. _____ Penniless people obligated to engage in unpaid labor for a fixed number of years, usually in exchange for passage to the New World or other benefits
9. _____ Powerful Indian confederation that dominated New York and the eastern Great Lakes area; comprised of several peoples (not the Algonquians)
10. _____ Poor farmers in North Carolina and elsewhere who occupied land and raised crops without gaining legal title to the soil
11. _____ Term for a colony under direct control of the English king or queen
12. _____ The primary staple crop of early Virginia, Maryland, and North Carolina
13. _____ The only southern colony with a slave majority
14. _____ The primary plantation crop of South Carolina
15. _____ A melting-pot town in early colonial Georgia

D. Matching People, Places, and Events

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

- | | | |
|-----------|----------------------|---|
| 1. _____ | Powhatan | a. Founded as a haven for Roman Catholics |
| 2. _____ | Raleigh and Gilbert | b. Indian leader who ruled tribes in the James River area of Virginia |
| 3. _____ | Roanoke | c. Harsh military governor of Virginia who employed “Irish tactics” against the Indians |
| 4. _____ | Smith and Rolfe | d. British West Indian sugar colonies where large-scale plantations and slavery took root |
| 5. _____ | Virginia | e. Founded as a refuge for debtors by philanthropists |
| 6. _____ | Maryland | f. Colony that was called “a vale of humility between two mountains of conceit” |
| 7. _____ | Lord De La Warr | g. The unmarried ruler who established English Protestantism and fought the Catholic Spanish |
| 8. _____ | Jamaica and Barbados | h. The Catholic aristocrat who sought to build a sanctuary for his fellow believers |
| 9. _____ | Lord Baltimore | i. The failed “lost colony” founded by Sir Walter Raleigh |
| 10. _____ | South Carolina | j. Riverbank site where Virginia Company settlers planted the first permanent English colony |
| 11. _____ | North Carolina | k. Colony that established a House of Burgesses in 1619 |
| 12. _____ | Georgia | l. Virginia leader “saved” by Pocahontas and the prominent settler who married her |
| 13. _____ | James Oglethorpe | m. Elizabethan courtiers who failed in their attempts to found New World colonies |
| 14. _____ | Elizabeth I | n. Philanthropic soldier-statesman who founded the Georgia colony |
| 15. _____ | Jamestown | o. Colony that turned to disease-resistant African slaves for labor in its extensive rice plantations |

E. Putting Things in Order

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

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

F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
1. _____ The English victory over the Spanish Armada	a. Led to the two Anglo-Powhatan wars that virtually exterminated Virginia's Indian population
2. _____ The English law of primogeniture	b. Enabled England to gain control of the North Atlantic sea-lanes
3. _____ The enclosing of English pastures and cropland	c. Forced gold-hungry colonists to work and saved them from total starvation
4. _____ Lord De La Warr's use of brutal "Irish tactics" in Virginia	d. Led Lord Baltimore to establish the Maryland colony
5. _____ The English government's persecution of Roman Catholics	e. Led to the founding of the independent-minded North Carolina colony
6. _____ The slave codes of England's Barbados colony	f. Led many younger sons of the gentry to seek their fortunes in exploration and colonization
7. _____ John Smith's stern leadership in Virginia	g. Contributed to the formation of powerful Indian coalitions like the Iroquois and the Algonquins
8. _____ The English settlers' near-destruction of small Indian tribes	h. Kept the buffer colony poor and largely unpopulated for a long time
9. _____ The flight of poor farmers and religious dissenters from planter-run Virginia	i. Became the legal basis for slavery in North America
10. _____ Georgia's unhealthy climate, restrictions on slavery, and vulnerability to Spanish attacks	j. Forced numerous laborers off the land and sent them looking for opportunities elsewhere

G. Developing Historical Skills

Understanding Historical Comparisons

To understand historical events, historians frequently compare one set of conditions with another so as to illuminate both similarities and differences. In this chapter, there are comparisons of English colonization in North America with (a) England's imperial activity in Ireland (p. 26), (b) Spanish colonization (pp. 26–27), and (c) England's colonies in the West Indies (pp. 34–36). Examine these three comparisons, and then answer the following questions.

1. What similarity developed between the English attitude toward the Irish and the English attitude toward Native Americans?

2. What characteristics of England after the victory over the Spanish Armada were similar to Spain's condition one century earlier?

3. How was the sugar economy of the West Indies different from the tobacco economy of the Chesapeake?

~~H. Map Mastery~~ Do not complete

Map Discrimination

Using the maps and charts in Chapter 2, answer the following questions.

1. *Sources of the Great Puritan Migration to New England, 1620–1650*: List any five of the English woolen district counties from which the Puritans came.

2. *Early Maryland and Virginia*: The colony of Maryland was centered around what body of water?

3. *Early Carolina and Georgia Settlements*: Which southern colony bordered on foreign, non-English territory?

4. *Early Carolina and Georgia Settlements*: Which southern English colony had the smallest western frontier?

5. *Early Carolina and Georgia Settlements*: In which colony was each of the following cities located: Charleston, Savannah, Newbern, Jamestown?

Map Challenge

1. Besides the James, what shorter river defines the peninsula where Jamestown was located?
2. What river marked the border between the Virginia and Maryland colonies?

PART III: APPLYING WHAT YOU HAVE LEARNED

1. What were the diverse purposes of England's American colonies and how were those purposes altered in the early years of settlement?
2. What features were common to all of England's southern colonies, and what features were peculiar to each one?
3. How did the interaction and conflict between English settlers and Indians affect both parties, and contribute to developments that neither group sought?
4. How did the search for a viable labor force affect the development of the southern colonies? What was the role of African American slavery in the early colonial settlements? Why were two southern colonies initially resistant to slavery?
5. Which was the most important factor shaping the development of England's southern colonies in the seventeenth century: Indian relations, the one-crop plantation economy, or slavery? Explain and support your answer.
6. Compare and contrast the early colonial empires of Portugal, Spain, and England in terms of motives, economic foundations, and relations with Africans and Indians. (See Chapter 1.) What factors explain the similarities and differences in the two ventures?

CHAPTER 3

Settling the Northern Colonies, 1619–1700

PART I: REVIEWING THE CHAPTER

A. CHECKLIST OF LEARNING OBJECTIVES

After mastering this chapter, you should be able to

1. describe the Puritans and their beliefs and explain why they left England for the New World.
2. explain the basic religious and governmental ideas and practices of the Massachusetts Bay Colony.
3. explain how Massachusetts Bay's conflict with religious dissenters as well as economic opportunities led to the expansion of New England into Rhode Island, Connecticut, and elsewhere.
4. describe the conflict between the colonists and Indians in New England and the effects of King Philip's War.
5. summarize early New England attempts at intercolonial unity, and the consequences of England's Glorious Revolution in America.
6. describe the founding of New York and Pennsylvania, and explain why these two settlements as well as the other middle colonies became so ethnically, religiously, and politically diverse.
7. describe the central features of the middle colonies and explain how they differed from New England and the southern colonies.

B. GLOSSARY

To build your social science vocabulary, familiarize yourself with the following terms:

1. **predestination** The Calvinist doctrine that God has foreordained some people to be saved and some to be damned. "Good works could not save those whom 'predestination' had marked for the infernal fires." (p. 44)
2. **elect** In Calvinist doctrine, those who have been chosen by God for salvation. "But neither could the elect count on their predetermined salvation. . . ." (p. 44)
3. **conversion** A religious turn to God, thought by Calvinists to involve an intense, identifiable personal experience of grace. "They constantly sought, in themselves and others, signs of 'conversion.' . . ." (p. 44)
4. **visible saints** In Calvinism, those who publicly proclaimed their experience of conversion and were expected to lead godly lives. "The most devout Puritans . . . believed that only 'visible saints' . . . should be admitted to church membership." (p. 44)
5. **calling** In Protestantism, the belief that saved individuals have a religious obligation to engage in worldly work. "Like John Winthrop, [the Puritans] believed in the doctrine of a 'calling' to do God's work on this earth." (p. 47)

6. **heresy** Departure from correct or officially defined belief. “. . . she eventually boasted that she had come by her beliefs through a direct revelation from God. This was even higher heresy.” (p. 48)
7. **seditions** Concerning resistance to or rebellion against the government. “[His was] a seditious blow at the Puritan idea of government’s very purpose.” (p. 48)
8. **commonwealth** An organized civil government or social order united for a shared purpose. “They were allowed, in effect, to become semiautonomous commonwealths.” (p. 53)
9. **autocratic** Absolute or dictatorial rule. “An autocratic spirit survived, and the aristocratic element gained strength. . . .” (p. 59)
10. **passive resistance** Nonviolent action or opposition to authority, often in accord with religious or moral beliefs. “As advocates of passive resistance, [the Quakers] would turn the other cheek and rebuild their meetinghouse on the site where their enemies had torn it down.” (p. 60)
11. **asylum** A place of refuge and security, especially for the persecuted or unfortunate. “Eager to establish an asylum for his people. . . .” (p. 60)
12. **proprietary** Concerning exclusive legal ownership, as of colonies granted to individuals by the monarch. “Penn’s new proprietary regime was unusually liberal. . . .” (p. 61)
13. **naturalization** The granting of citizenship to foreigners or immigrants. “No restrictions were placed on immigration, and naturalization was made easy.” (p. 61)
14. **blue laws** Laws designed to restrict personal behavior in accord with a strict code of morality. “Even so, ‘blue laws’ prohibited ‘ungodly revelers,’ stage plays, playing cards, dice, games, and excessive hilarity.” (p. 61)
15. **ethnic** Concerning diverse peoples or cultures, specifically those of non-Anglo-Saxon background. “. . . Pennsylvania attracted a rich mix of ethnic groups.” (p. 61)

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle T; where it is false, circle F.

1. T F The most fervent Puritans believed that the Church of England was corrupt because it did not restrict its membership to “visible saints” who had experienced conversion.
2. T F The Puritans all wanted to break away from the Church of England and establish a new “purified” church.
3. T F The large, separatist Plymouth Colony strongly influenced Puritan Massachusetts Bay.
4. T F Massachusetts Bay restricted the vote for elections to the General Court to adult male members of the Congregational Church.
5. T F Roger Williams and Anne Hutchinson were both banished for organizing political rebellions against the Massachusetts Bay authorities.
6. T F Rhode Island was the most religiously and politically tolerant of the New England colonies.
7. T F The Wampanoag people of New England initially befriended the English colonists.
8. T F Edmund Andros’s autocratic Dominion of New England was overthrown in connection with the Glorious Revolution in England.

9. T F King Philip's War enabled New England's Indians to recover their numbers and morale.
10. T F New York became the most democratic and economically equal of the middle colonies.
11. T F Dutch New Netherland was conquered in 1664 by Sweden.
12. T F William Penn originally wanted his Pennsylvania colony to be settled exclusively by his fellow Quakers.
13. T F Later non-Quaker immigrants to Pennsylvania welcomed the peaceful relations with the Indians established by William Penn's policies.
14. T F The middle colonies' broad, fertile river valleys enabled them to develop a richer agricultural economy than that of New England.
15. T F The middle colonies were characterized by tightly knit, ethnically homogeneous communities that shared a common sense of religious purpose.

B. Multiple Choice

Select the best answer and circle the corresponding letter.

1. The principal motivation shaping the earliest settlements in New England was
 - a. the desire for political freedom.
 - b. religious commitment and devotion.
 - c. economic opportunity and the chance for a better life.
 - d. a spirit of adventure and interest in exploring the New World.
2. Compared with the Plymouth Colony, the Massachusetts Bay Colony was
 - a. dedicated to complete separation from the Church of England.
 - b. afflicted with corrupt and incompetent leaders.
 - c. more focused on religious rather than political liberty.
 - d. larger and more prosperous economically.
3. One reason that the Massachusetts Bay Colony was not a true democracy is that
 - a. only church members could vote for the governor and the General Court.
 - b. political offices were dominated by the clergy.
 - c. people were not permitted to discuss issues freely in their own towns.
 - d. the governor and his assistants were appointed rather than elected.
4. The most distinctive feature of the Rhode Island Colony was that
 - a. it enjoyed the most complete religious freedom of all the English colonies.
 - b. it secured an official charter from England.
 - c. it contained a high proportion of well-educated and well-off colonists.
 - d. it had a strong common sense of religious purpose.
5. Before the first English settlements in New England, Indians in the region had been devastated by
 - a. constant warfare with the French.
 - b. harsh weather that reduced the corn harvests and caused severe famine.
 - c. disease epidemics caused by contact with English fishermen.
 - d. intertribal conflicts caused by disputes over hunting grounds.
6. The Indian tribe that first encountered the Pilgrim colonists in New England were the
 - a. Iroquois.
 - b. Wampanoags.
 - c. Narragansetts.

- d. Hurons.
7. The Puritan missionary efforts to convert Indians to Christianity were
 - a. weak and mostly unsuccessful.
 - b. initially successful but undermined by constant warfare.
 - c. similar to the evangelistic efforts of the Catholic Spanish and French.
 - d. developed only after the Indians were defeated and confined to reservations.
 8. King Philip's War represented
 - a. the first serious military conflict between New England colonists and the English King.
 - b. an example of the disastrous divisions among the Wampanoags, Pequots, and Narragansetts.
 - c. the last major Indian effort to halt New Englanders' encroachment on their lands.
 - d. a relatively minor conflict in terms of actual fighting and casualties.
 9. The primary value of the New England Confederation lay in
 - a. restoring harmony between Rhode Island and the other New England colonies.
 - b. promoting better relations between New England colonists and their Indian neighbors.
 - c. providing the first small step on the road to intercolonial cooperation.
 - d. defending colonial rights against increasing pressure from the English monarchy.
 10. The event that sparked the collapse of the Dominion of New England was
 - a. King Philip's War.
 - b. the revocation of the Massachusetts Bay Colony's charter.
 - c. Governor Andros's harsh attacks on colonial liberties.
 - d. the Glorious Revolution in England.
 11. The Dutch Colony of New Netherland
 - a. was harshly and undemocratically governed.
 - b. contained little ethnic diversity.
 - c. was developed as a haven for Dutch Calvinists.
 - d. enjoyed prosperity and peace under the policies of the Dutch West India Company.
 12. The short-lived colony conquered by Dutch New Netherland in 1655 was
 - a. New Jersey.
 - b. New France.
 - c. New England.
 - d. New Sweden.
 13. William Penn's colony of Pennsylvania
 - a. sought settlers primarily from England and Scotland.
 - b. experienced continuing warfare with neighboring Indian tribes.
 - c. actively sought settlers from Germany and other non-British countries.
 - d. set up the Quaker religion as its tax-supported established church.
 14. Besides Pennsylvania, Quakers were also heavily involved in the early settlement of both
 - a. New Jersey and New York.
 - b. New Jersey and Delaware.
 - c. New Netherland and New York.
 - d. Maryland and Delaware.
 15. The middle colonies of New York, New Jersey, Pennsylvania, and Delaware
 - a. depended almost entirely on industry rather than agriculture for their prosperity.
 - b. all had powerful established churches that suppressed religious dissenters.
 - c. relied heavily on slave labor in agriculture.
 - d. had more ethnic diversity than either New England or the southern colonies.

C. Identification

Supply the correct identification for each numbered description.

1. _____ Sixteenth-century religious reform movement begun by Martin Luther
2. _____ English Calvinists who sought a thorough cleansing from within the Church of England
3. _____ Radical Calvinists who considered the Church of England so corrupt that they broke with it and formed their own independent churches
4. _____ The shipboard agreement by the Pilgrim Fathers to establish a body politic and submit to majority rule
5. _____ Puritans' term for their belief that Massachusetts Bay had a special arrangement with God to become a holy society
6. _____ Charles I's political action of 1629 that led to persecution of the Puritans and the formation of the Massachusetts Bay Company
7. _____ The *two* major nonfarming industries of Massachusetts Bay
8. _____ Anne Hutchinson's heretical belief that the truly saved need not obey human or divine law
9. _____ Common fate of Roger Williams and Anne Hutchinson after they were convicted of heresy in Massachusetts Bay
10. _____ Villages where New England Indians who converted to Christianity were gathered
11. _____ Successful military action by the colonies united in the New England Confederation
12. _____ English revolt that also led to the overthrow of the Dominion of New England in America
13. _____ River valley where vast estates created an aristocratic landholding elite in New Netherland and New York
14. _____ Required, sworn statements of loyalty or religious belief, resisted by Quakers
15. _____ Common activity in which the colonists engaged to avoid the restrictive, unpopular Navigation Laws

D. Matching People, Places, and Events

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

- | | | |
|----------|--------------------------|---|
| 1. _____ | Martin Luther | a. Dominant religious group in Massachusetts Bay |
| 2. _____ | John Calvin | b. Founder of the most tolerant and democratic of the middle colonies |
| 3. _____ | Massasoit | c. Mass flight by religious dissidents from the persecutions of Archbishop Laud and Charles I |
| 4. _____ | Plymouth | d. Small colony that eventually merged |
| 5. _____ | Massachusetts Bay Colony | |
| 6. _____ | John Winthrop | |

- | | | |
|---------|-------------------------|---|
| 7. ___ | Great Puritan Migration | into Massachusetts Bay |
| 8. ___ | General Court | e. Religious dissenter convicted of the heresy of antinomianism |
| 9. ___ | Puritans | f. Indian leader who waged an unsuccessful war against New England's white colonists |
| 10. ___ | Quakers | g. German monk who began Protestant Reformation |
| 11. ___ | Anne Hutchinson | h. Religious group persecuted in Massachusetts and New York but not in Pennsylvania |
| 12. ___ | Roger Williams | i. Representative assembly of Massachusetts Bay |
| 13. ___ | King Philip | j. Promoter of Massachusetts Bay as a holy "city upon a hill" |
| 14. ___ | Peter Stuyvesant | k. Conqueror of New Sweden who later lost New Netherland to the English |
| 15. ___ | William Penn | l. Reformer whose religious ideas inspired English Puritans, Scotch Presbyterians, French Huguenots, and Dutch Reformed |
| | | m. Wampanoag chieftain who befriended English colonists |
| | | n. Colony whose government sought to enforce God's law on believers and unbelievers alike |
| | | o. Radical founder of the most tolerant New England colony |

E. Putting Things in Order

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

1. _____ New England Confederation achieves a notable military success.
2. _____ English separatists migrate from Holland to America.
3. _____ Swedish colony on Delaware River is conquered by Dutch neighbor.
4. _____ Manhattan Island is acquired by non-English settlers.
5. _____ Protestant Reformation begins in Europe and England.
6. _____ Quaker son of an English admiral obtains a royal charter for a colony.
7. _____ Puritans bring a thousand immigrants and a charter to America.
8. _____ England conquers a colony on the Hudson River.

9. _____ Convicted Massachusetts Bay heretic founds a colony as a haven for dissenters.
10. _____ James II is overthrown in England and Edmund Andros is overthrown in America.

F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
1. _____ Charles I's persecution of the Puritans	a. Led to overthrow of Andros's Dominion of New England
2. _____ Puritans' belief that their government was based on a covenant with God	b. Encouraged development of Pennsylvania, New York, and New Jersey as rich, grain-growing "bread colonies"
3. _____ Puritan persecution of religious dissenters like Roger Williams	c. Secured political control of New York for a few aristocratic families
4. _____ The Glorious Revolution	d. Spurred formation of the Massachusetts Bay Company and mass migration to New England
5. _____ King Philip's War	e. Encouraged large-scale foreign immigration to Pennsylvania
6. _____ The Dutch West India Company's search for quick profits	f. Led to restriction of political participation in colonial Massachusetts to "visible saints"
7. _____ Dutch and English creation of vast Hudson Valley estates	g. Spurred William Penn's founding of Pennsylvania
8. _____ The English government's persecution of Quakers	h. Meant that New Netherland was run as an authoritarian fur trading venture
9. _____ William Penn's liberal religious and immigration policies	i. Ended New England Indians' attempts to halt white expansion
10. _____ The middle colonies' cultivation of broad, fertile river valleys	j. Led to the founding of Rhode Island as a haven for unorthodox faiths

G. Developing Historical Skills

Using Quantitative Maps

Some maps, like *The Great English Migration* on p. 46, present quantitative as well as geographical information. By making a few simple calculations, additional information and conclusions can be derived. Adding the figures on the map indicates that about 68,000 English people came to North America and the West Indies from about 1630–1642.

Study the map and answer the following questions:

1. About what percentage of the total English migration went to New England? (Divide the figure for New England by the total number of immigrants.)
2. How many *more* English settlers went to the West Indies than to New England?

~~H.~~ Map Mastery

Map Discrimination

Using the maps and charts in Chapter 3, answer the following questions:

1. *Seventeenth-Century New England Settlements*: Which New England colony was largely centered on a single river valley?
2. *Seventeenth-Century New England Settlements*: Which New England colony was made part of Massachusetts Bay in 1641 but separated from the Bay Colony in 1679?
3. *Seventeenth-Century New England Settlements*: When Roger Williams fled Massachusetts to found a new colony, in which direction did he go?
4. *The Stuart Dynasty in England*: Which was the only New England colony founded during the Restoration regime of Charles II?
5. *The Stuart Dynasty in England*: Which New England colony was not founded during the reigns of Charles I or Charles II?
6. *Early Settlements in the Middle Colonies, with Founding Dates*: The territory that was once New Sweden became part of which three English colonies?

Map Challenge

Using the maps on p. 49 and p. 55, write a brief essay on the following question: In what ways did the colony of New Netherland have a historical-geographical relation to its neighboring middle colonies similar to the one Massachusetts Bay had to the other New England colonies, and in what ways were the relations different?

PART III: APPLYING WHAT YOU HAVE LEARNED

1. Compare and contrast the New England and middle colonies in terms of motives for founding, religious and social composition, and political development.
2. How did the Puritans' distinctive religious outlook affect the development of all the New England colonies?
3. "The dissent from Puritanism was as important in the formation of New England as Puritanism itself." How valid is this statement? Defend your answer.
4. Compare the pattern of relations between colonists and Indians in New England and Pennsylvania. Why did attempts at establishing friendly relations fail?
5. Describe and analyze the English government's relationship with the New England and middle colonies during the course of the seventeenth century. Is the term "benign neglect" an accurate description of English colonial policy?
6. Discuss the development of religious and political freedom in Massachusetts, Rhode Island, New York, and Pennsylvania. How did the greater degree of such freedoms enjoyed by Rhode Island and Pennsylvania affect life in those colonies?
7. What economic, social, and ethnic conditions typical of the early southern colonies (Chapter 2) were generally absent in the New England and middle colonies? What characteristics did the middle colonies have that were not generally present in the South?

CHAPTER 4

American Life in the Seventeenth Century, 1607–1692

PART I: REVIEWING THE CHAPTER

A. CHECKLIST OF LEARNING OBJECTIVES

★
Write out short answers
responses to these
6 objectives

After mastering this chapter, you should be able to

1. describe the basic economy, demographics, and social structure and life of the seventeenth-century colonies.
2. compare and contrast the different forms of society and ways of life of the southern colonies and New England.
3. explain how the practice of indentured servitude failed to solve the colonial labor problem, and why colonists then turned to African slavery.
4. describe the slave trade and the character of early African American slavery.
5. summarize the unique New England way of life centered on family, town, and church, and describe the changes that overcame this comfortable social order in the late seventeenth century.
6. describe the role of family life and the roles of women in the seventh century colonies, and indicate how these changed over time.

B. GLOSSARY

To build your social science vocabulary, familiarize yourself with the following terms:

1. **headright** The right to acquire a certain amount of land granted to the person who finances the passage of a laborer. "Masters—not servants themselves—thus reaped the benefits of landownership from the headright system." (p. 67)
2. **disfranchise** To take away the right to vote. "The Virginia Assembly in 1670 disfranchised most of the landless knockabouts. . . ." (p. 68)
3. **civil war** Any conflict between the citizens or inhabitants of the same country. "As this civil war in Virginia ground on . . ." (p. 68)
4. **tidewater** The territory adjoining water affected by tides—that is, near the seacoast or coastal rivers. "Bacon . . . had pitted the hard scrabble backcountry frontiersmen against the haughty gentry of the tidewater plantations." (pp. 68, 70)
5. **middle passage** That portion of a slave ship's journey in which slaves were carried from Africa to the Americas. ". . . the captives were herded aboard sweltering ships for the gruesome 'middle passage.' . . ." (p. 71)
6. **fertility** The ability to mate and produce abundant young. "The captive black population of the Chesapeake area soon began to grow not only through new imports but also through its own fertility. . . ." (p. 72)

7. **menial** Fit for servants; humble or low. “But chiefly they performed the sweaty toil of clearing swamps, grubbing out trees, and other menial tasks.” (p. 73)
8. **militia** An armed force of citizens called out only in emergencies. “[They] tried to march to Spanish Florida, only to be stopped by the local militia.” (p. 73)
9. **hierarchy** A social group arranged in ranks or classes. “The rough equality . . . was giving way to a hierarchy of wealth and status. . . .” (p. 73)
10. **corporation** A group or institution granted legal rights to carry on certain specified activities. “. . . the Massachusetts Puritans established Harvard College, today the oldest corporation in America. . . .” (p. 79)
11. **jeremiad** A sermon or prophecy recounting wrongdoing, warning of doom, and calling for repentance. “Jeremiads continued to thunder from the pulpits. . . .” (p. 80)
12. **lynching** The illegal execution of an accused person by mob action, without due process of law. “A hysterical ‘witch-hunt’ ensued, leading to the legal lynching in 1692 of twenty individuals. . . .” (p. 80)
13. **hinterland** An inland region set back from a port, river, or seacoast. “. . . their accusers came largely from subsistence farming families in Salem’s hinterland.” (p. 80)
14. **social structure** The basic pattern of the distribution of status and wealth in a society. “. . . many settlers . . . tried to re-create on a modified scale the social structure they had known in the Old World.” (p. 83)
15. **blue blood** Of noble or upper-class descent. “. . . would-be American blue bloods resented the pretensions of the ‘meaner sort.’ . . .” (p. 83)

PART II: CHECKING YOUR PROGRESS

A. True-False

Where the statement is true, circle **T**; where it is false, circle **F**.

1. T F Life expectancy among the seventeenth-century settlers of Maryland and Virginia was about sixty years.
2. T F Because men greatly outnumbered women in the Chesapeake region, a fierce competition arose among men for scarce females.
3. T F By the eighteenth century, the Chesapeake population was growing on the basis of natural increase.
4. T F Chesapeake Bay tobacco planters responded to falling prices by cutting back production.
5. T F The “headright” system of land grants to those who brought laborers to America primarily benefited wealthy planters rather than the poor indentured servants.
6. T F Most of the European immigrants who came to Virginia and Maryland in the seventeenth century were indentured servants.
7. T F Bacon’s Rebellion involved an alliance of white indentured servants and Indians who attacked the elite planter class.
8. T F African slaves began to replace white indentured servants as the primary labor supply in the plantation colonies in the 1680s.

9. T F Slaves brought to North America developed a culture that mixed African and American elements.
10. T F Directly beneath the wealthy slaveowning planters in the southern social structure were the white indentured servants.
11. T F New Englanders' long lives contributed to the general stability and order of their childrearing and family life.
12. T F New England expansion was carried out primarily by independent pioneers and land speculators who bought up large plots and then sold them to individual farmers.
13. T F New England women enjoyed fewer rights to inherit and own property than women in the South.
14. T F New England's commercial wealth was based on the export of agricultural crops to England and elsewhere.
15. T F Seventeenth-century American life was generally simple and lacking in displays of wealth or elaborate class distinctions.

B. Multiple Choice

Select the best answer and circle the corresponding letter.

1. For most of their early history, the colonies of Maryland and Virginia
 - a. provided a healthy environment for child rearing.
 - b. contained far more men than women.
 - c. had harsh laws punishing premarital sexual relations.
 - d. encouraged the formation of stable and long-lasting marriages.
2. The primary beneficiaries of the "headright" system were
 - a. landowners who paid the transatlantic passage for indentured servants.
 - b. widows who acquired new husbands from England.
 - c. indentured servants who were able to acquire their own land.
 - d. English ship owners who transported new laborers across the Atlantic.
3. The primary cause of Bacon's Rebellion was
 - a. Governor Berkeley's harsh treatment of the Indians.
 - b. the refusal of landlords to grant indentured servants their freedom.
 - c. the poverty and discontent of many single young men unable to acquire land.
 - d. the persecution of the colonists by King Charles II.
4. African slavery became the prevalent form of labor in the 1680s when
 - a. planters were no longer able to rely on white indentured servants as a labor force.
 - b. the first captives were brought from Africa to the New World.
 - c. blacks could be brought to the New World in safer and healthier condition.
 - d. the once-clear legal difference between a servant and a slave began to be blurred.
5. The culture that developed among the slaves in the English colonies of North America was
 - a. derived primarily from that of the white masters.
 - b. based mainly on the traditions of southern Africa.
 - c. a combination of several African and American cultures.
 - d. originally developed in the West Indies and spread northward.
6. Political and economic power in the southern colonies was dominated by
 - a. urban professional classes such as lawyers and bankers.
 - b. small landowners.
 - c. wealthy planters.

- d. the English royal governors.
7. Because there were few urban centers in the colonial South,
 - a. good roads between the isolated plantations were constructed early on.
 - b. a professional class of lawyers and financiers was slow to develop.
 - c. the rural church became the central focus of southern social and economic life.
 - d. there were almost no people of wealth and culture in the region.
 8. Puritan lawmakers in New England prevented married women from having property rights because
 - a. they believed that property should be held by towns, not private citizens.
 - b. they feared that too much property would fall into the control of the numerous widows.
 - c. they feared that separate property rights for women would undercut the unity of married couples.
 - d. the Bible plainly prohibited women from owning property.
 9. In New England, elementary education
 - a. was mandatory for any town with more than fifty families.
 - b. failed to provide even basic literacy to the large majority of citizens.
 - c. was less widespread than in the South.
 - d. was oriented to preparing students for entering college.
 10. The Congregational Church of the Puritans contributed to
 - a. the development of basic democracy in the New England town meeting.
 - b. the extremely hierarchical character of New England life.
 - c. the social harmony and unity displayed throughout the seventeenth century in New England towns.
 - d. the growing movement toward women's rights in New England.
 11. In contrast to the Chesapeake Bay colonists, those in New England
 - a. had fewer women and more men in their population.
 - b. had shorter life expectancies.
 - c. practiced birth control as a means of preventing overpopulation.
 - d. enjoyed longer lives and more stable families.
 12. The focus of much of New England's politics, religion, and education was the institution of
 - a. the colonial legislature.
 - b. the town.
 - c. the militia company.
 - d. the college.
 13. The "Half-Way Covenant" provided
 - a. baptism but not "full communion" to people who had not had a conversion experience.
 - b. partial participation in politics to people who were not church members.
 - c. admission to communion but not to voting membership in the church.
 - d. partial participation in church affairs for women.
 14. Those people accused of being witches in Salem were generally
 - a. from the poorer and more uneducated segments of the town.
 - b. notorious for their deviation from the moral norms of the community.
 - c. outspoken opponents of the Puritan clergy.
 - d. from families associated with Salem's burgeoning market economy.
 15. English settlers greatly altered the character of the New England environment by
 - a. raising wheat and oats rather than the corn grown by Indians.
 - b. their extensive introduction of livestock.
 - c. beating trails through the woods as they pursued seasonal hunting and fishing.
 - d. building an extensive system of roads and canals.

C. Identification

Supply the correct identification for each numbered description.

1. _____ Early Maryland and Virginia settlers had difficulty creating them and even more difficulty making them last
2. _____ Primary cause of death among tobacco-growing settlers
3. _____ Immigrants who received passage to America in exchange for a fixed term of labor
4. _____ Maryland and Virginia's system of granting land to anyone who would pay trans-Atlantic passage for laborers
5. _____ Fate of many of Nathaniel Bacon's followers, though not of Bacon himself
6. _____ American colony that was home to the Newport slave market and many slave traders
7. _____ English company that lost its monopoly on the slave trade in 1698
8. _____ African American dialect that blended English with Yoruba, Ibo, and Hausa
9. _____ Uprisings that occurred in New York City in 1712 and in South Carolina in 1739
10. _____ Wealthy extended clans like the Fitzhughs, Lees, and Washingtons that dominated politics in the most populous colony
11. _____ Approximate marriage age of most New England women
12. _____ The basic local political institution of New England, in which all freemen gathered to elect officials and debate local affairs
13. _____ Formula devised by Puritan ministers in 1662 to offer partial church membership to people who had not experienced conversion
14. _____ Late seventeenth-century judicial event that inflamed popular feelings, led to the deaths of twenty people, and weakened the Puritan clergy's prestige
15. _____ Primary occupation of most seventeenth-century Americans

D. Matching People, Places, and Events

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

- | | | | |
|---------|------------------------------------|----|---|
| 1. ___ | Chesapeake | a. | Major middle-colonies rebellion that caused thirty-three deaths |
| 2. ___ | Indentured servants | b. | Helped erase the earlier Puritan distinction between the converted “elect” and other members of society |
| 3. ___ | Nathaniel Bacon | c. | Small New York revolt of 1689–1691 that reflected class antagonism between landlords and merchants |
| 4. ___ | Governor Berkeley | d. | Primary laborers in early southern colonies until the 1680s |
| 5. ___ | Royal African Company | e. | Experience for which human beings were branded and chained, and which only 80 percent survived |
| 6. ___ | Middle passage | f. | Author of a novel about the early New England practice of requiring adulterers to wear the letter “A” |
| 7. ___ | Ringshout | g. | West African religious rite, retained by African Americans, in which participants responded to the shouts of a preacher |
| 8. ___ | New York City slave revolt of 1712 | h. | Phenomena started by adolescent girls’ accusations that ended with the deaths of twenty people |
| 9. ___ | Nathanael Hawthorne | i. | Virginia-Maryland bay area, site of the earliest colonial settlements |
| 10. ___ | “New England conscience” | j. | The legacy of Puritan religion that inspired idealism and reform among later generations of Americans |
| 11. ___ | Harvard | k. | Colonial Virginia official who crushed rebels and wreaked cruel revenge |
| 12. ___ | William and Mary | l. | The oldest college in the South, founded in 1793 |
| 13. ___ | Half-Way Covenant | m. | Organization whose loss of the slave trade monopoly in 1698 led to free-enterprise expansion of the business |
| 14. ___ | Salem witch trials | n. | Agitator who led poor former indentured servants and frontiersmen on a rampage against Indians and colonial government |
| 15. ___ | Leisler’s Rebellion | o. | The oldest college in America, originally based on the Puritan commitment to an |

educated ministry

E. Putting Things in Order

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

1. _____ "Legal lynching" of twenty accused witches occurs.
2. _____ Royal slave trade monopoly ends.
3. _____ First colonial college is founded.
4. _____ Landless whites in Virginia lose the right to vote.
5. _____ Major rebellion by African Americans occurs in one of the middle colonies.
6. _____ Southern slaves in revolt try but fail to march to Spanish Florida.
7. _____ Partial church membership is opened to the unconverted.
8. _____ African slaves begin to replace white indentured labor on southern plantations.
9. _____ Poor Virginia whites revolt against governor and rich planters.
10. _____ First Africans arrive in Virginia.

F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
1. _____ The severe shortage of females in southern colonies	a. Inspired passage of strict "slave codes"
2. _____ Poor white males' anger at their inability to acquire land or start families	b. Sparked Bacon's Rebellion
3. _____ Planters' fears of indentured servants' rebellion, coupled with rising wages in England	c. Produced large number of unattached males and weak family structure
4. _____ The dramatic increase in colonial slave population after 1680s	d. Thwarted success in agriculture but helped create the tough New England character
5. _____ The growing proportion of female slaves in the Chesapeake region after 1720	e. Inspired the Half-Way Covenant and jeremiad preaching
6. _____ New Englanders' introduction of livestock and intensive agriculture	f. Reduced forests and damaged the soil
7. _____ The healthier climate and more equal male-female ratio in New England	g. Produced high birthrates and a very stable family structure
8. _____ The decline of religious devotion and in number of conversions in New England	h. Fostered stronger slave families and growth of slave population through natural reproduction of children
	i. Underlay the Salem witchcraft persecutions
	j. Caused southern planters to switch from indentured-servant labor to African slavery