

## History's Impact

## ▶ video series

Review the video to answer the closing question:

*How does the value that Americans place on religious freedom limit government actions?*

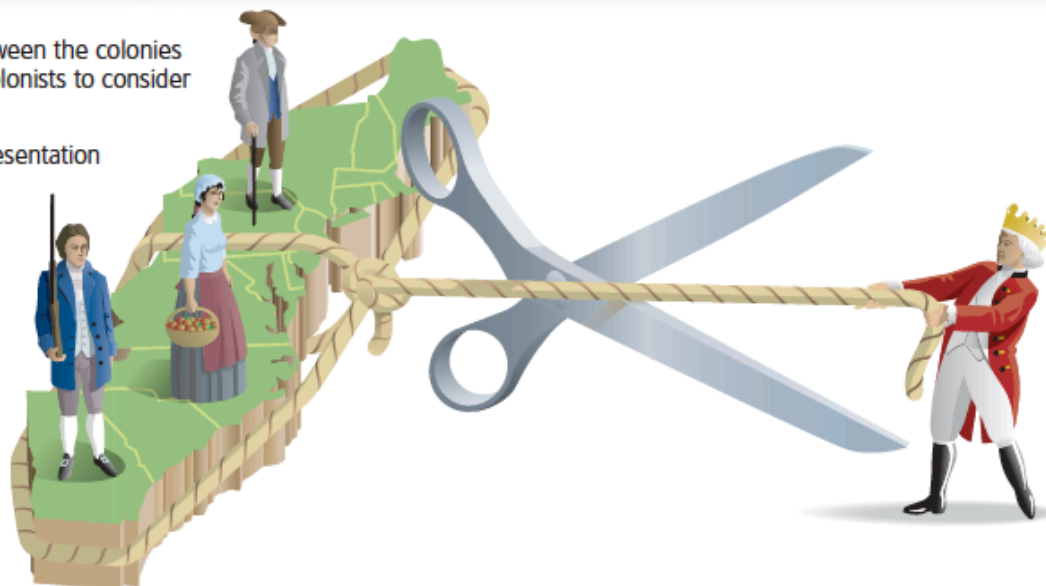
## Visual Summary

## QUICK FACTS

Use the visual summary below to help you review the main ideas of the chapter.

Increasing tensions between the colonies and Britain led many colonists to consider cutting ties to Britain.

- Taxation without representation
- Acts of Parliament
- Violence between colonists and British troops



## Reviewing Vocabulary, Terms, and People

Match the words in the left column with the correct definition in the right column.

- |                                 |  |
|---------------------------------|--|
| 1. Committees of Correspondence | a. colonists who received free passage to North America in exchange for working without pay for a certain number of years  |
| 2. Jonathan Edwards             | b. created in Massachusetts, these groups helped towns and colonies share information about resisting the new British laws |
| 3. mercantilism                 | c. crops that are continuously in demand   |
| 4. immigrants                   | d. daughter of Powhatan chief whose marriage to colonist John Rolfe eased tensions between the Powhatan and the colonists  |
| 5. indentured servants          | e. one of the leaders of the Great Awakening, he urged sinners to seek forgiveness   |
| 6. William Penn                 | f. Protestant sect founded in England that believed salvation was available to all people                                  |
| 7. Pocahontas                   | g. people who move to another country after leaving their homeland   |
| 8. Quakers                      | h. political gathering at which people make decisions on local issues  |
| 9. staple crops                 | i. Quaker leader who established a colony with the goal of fair government for all   |
| 10. town meeting                | j. system of creating and maintaining wealth through controlled trade  |

## Comprehension and Critical Thinking

### SECTION 1 (Pages 72–77)

11. **a. Explain** What problems did the settlers of Virginia face?
- b. Draw Conclusions** Why was Maryland's Toleration Act of 1649 important?
- c. Predict** How might the southern colonies' reliance on slave labor eventually cause problems?

### SECTION 2 (Pages 78–84)

12. **a. Describe** On what was the economy of the New England colonies based?
- b. Compare and Contrast** How were the Pilgrim and Puritan colonies similar and different?
- c. Evaluate** Explain why you think the close ties between church and state in Massachusetts helped or hurt its government.

### SECTION 3 (Pages 85–87)

13. **a. Identify** What types of crops were grown in the middle colonies?
- b. Draw Conclusions** Why did the middle colonies have a more diverse population than either New England or the South?
- c. Elaborate** Why would immigrants have chosen to live in the middle colonies?

### SECTION 4 (Pages 90–97)

14. **a. Identify** What challenges did the English colonies face?
- b. Analyze** What effect did the Great Awakening and the Enlightenment have on the colonies?
- c. Evaluate** Explain which you think had a greater impact on colonial government—the passage of the English Bill of Rights or the Great Awakening.

### SECTION 5 (Pages 98–103)

15. **a. Recall** Why did the British believe it was necessary to raise taxes on the American colonists?
- b. Draw Conclusions** How did the Boston Massacre and the Boston Tea Party affect relations between Great Britain and the colonies?
- c. Evaluate** Did the British government overreact to colonial protests by issuing the Intolerable Acts? Why or why not?

## Reviewing Themes

16. **Politics** What political influences shaped the governments of the British colonies?
17. **Economics** How did mercantilism affect the economies of Great Britain and the colonies?

## Reading Skills

**Vocabulary Clues** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

A popular method of protest was the boycott, in which people refused to buy British goods. (p. 99)

18. According to the reading selection above, what is the best definition of *boycott*?
  - a. a popular method
  - b. buying British goods
  - c. people refusing
  - d. protest in which people refuse to buy goods

## Social Studies Skills

**Interpreting Time Lines** Use the Social Studies Skills taught in this chapter to answer the questions about the time lines on page 104.

19. How many years after the English Civil War did Parliament overthrow King James II?
20. How many years did the Dominion of New England last?
  - a. 41
  - b. 18
  - c. 3
  - d. 6

## FOCUS ON WRITING



21. **Writing Your Infomercial** Choose a colony and time period. Review your list of reasons why English citizens might want to live there. Then write an infomercial with at least four scenes. Each scene should have video and a voice-over telling one of the reasons for immigrating.

**DIRECTIONS:** Read each question and write the letter of the best response.

- 1** Use the map below to answer the following question.



The red box on this map indicates which early colonial settlement?

- A Plymouth  
 B Massachusetts Bay  
 C New Amsterdam  
 D Jamestown
- 2** Ideas about spiritual, social, and political equality arose in the colonies in the 1700s in a religious movement called
- A Separatism.  
 B the Enlightenment.  
 C the Great Awakening.  
 D Puritanism.
- 3** How did Parliament's passage of the English Bill of Rights in 1689 affect England's North American colonies?
- A Colonists became more interested in being governed by representatives they elected.  
 B Several colonies decided to unite and formed the Dominion of New England.  
 C The Great Awakening took place.  
 D A movement to end slavery developed.

- 4** What was the central issue in the dispute between Britain and its American colonies?

A the restrictions Parliament placed on trade  
 B the presence of British troops in the colonies  
 C the colonists' right to religious freedom  
 D the power to tax the colonists

- 5** Which side did Native Americans take in the French and Indian War?

A the British  
 B the French  
 C different groups sided with each country  
 D Native Americans did not fight in the French and Indian War

- 6** Examine the following passage from an early colonist's journal and then use it to answer the question below.

“An Indian came to us from the chief, the great Powhatan, with the word of peace. He said that Powhatan greatly desired our friendship, and that chiefs Pasyaheigh and Tapanahagh wanted to be our friends. Powhatan said that we would be able to sow and reap our crops in peace or else he would make war upon our enemies. This message turned out to be true, for these chiefs have ever since remained in peace and continued to trade with us. We rewarded the messenger with many small gifts, which were great wonders to him.”

—Edward Maria Wingfield, from *A Discourse on Virginia*

**Document-Based Question** Why do you think Native American chiefs wanted to make peace with early English colonists?