Complete the following exercises in order as you read the chapter.

1. American Communities
   As you read the introduction to Chapter 3, complete the concept web below to summarize the main ideas about the Pueblo community in Santa Fé, New Mexico which illustrates how although colonists and Indian communities remained autonomous, and often had violent conflicts, they learned to live with one another.
1. **Spain and Its Competitors in North America**

As you read this section in your textbook, complete the chart below to take notes on the main ideas about the colonies established in New Mexico, New France, and New Netherland.

<table>
<thead>
<tr>
<th>New Mexico</th>
<th>New France</th>
<th>New Netherland</th>
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<tbody>
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</tbody>
</table>
2. **England in the Chesapeake**

As you read this section in your textbook, complete the outline below to identify the main ideas about the founding of the Jamestown.

I. Jamestown
   A. Virginia Company
      1. 
      2. 
      3. 
      4. 
      5. 
   B. Powhatan Confederacy
      1. 
      2. 
      3. 
   C. Tobacco, Violence, Warfare
      1. 
      2. 
      3. 
      4.
3. **The New England Colonies**

As you read this section in your textbook, complete the concept web below to identify the reasons the Pilgrims left Europe.
4. **The New England Colonies**

As you read this section in your textbook, complete the chart below to identify the goals of the Plymouth and Massachusetts Bay colonies.

<table>
<thead>
<tr>
<th>Plymouth Colony</th>
<th>Massachusetts Bay Colony</th>
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<tbody>
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</tbody>
</table>
5. **The New England Colonies**

As you read this section in your textbook, complete the chart below to compare and contrast life in the Chesapeake colonies and in the New England colonies.

<table>
<thead>
<tr>
<th>Life in the Chesapeake Colonies</th>
<th>Life in the New England Colonies</th>
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</tbody>
</table>
6. **The Proprietary Colonies**

As you read this section in your textbook, complete the concept web below to summarize the developments that led to the creation of the proprietary colonies.

**Focus Question:** How were the Proprietary colonies similar to or different from the earlier English colonies in the Chesapeake or New England?
7. **Conflict and War**

As you read this section in your textbook, complete the chart below to summarize the specific causes of the various civil uprisings and Indian wars of the late seventeenth century.

<table>
<thead>
<tr>
<th>War</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver Wars</td>
<td></td>
</tr>
<tr>
<td>King Philip's War</td>
<td></td>
</tr>
<tr>
<td>Bacon's Rebellion</td>
<td></td>
</tr>
<tr>
<td>Wars in the South</td>
<td></td>
</tr>
<tr>
<td>The Glorious Revolution in America</td>
<td></td>
</tr>
<tr>
<td>King William's War</td>
<td></td>
</tr>
</tbody>
</table>
**CHAPTER REVIEW**

**KEY TERMS**

When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

Beaver Wars
House of Burgesses
Indentured Servants
Puritans
Pilgrims
Separatists
Proprietary colony
Quakers
Pequot War
Bacon’s Rebellion
King Philip’s War
Virginia Company
Mayflower Compact
Massachusetts Bay Company
Great Migration
Covenant Chain
Culpeper’s Rebellion
King William’s War

**MY KEY TERMS**

Write down terms that are unfamiliar. How are the words used? Do other words or examples reveal their meaning? Try to figure out meaning from the context.
SHORT ANSWER REVIEW
Consider these questions thoughtfully. Respond with the best possible short answer by filling in the blank.

1. The Pueblo Revolt of 1680 took place in the Spanish mission of _________________________.

2. According to the authors, in establishing its colonies in the New World, the English established frontiers of _________________________.

3. _________________________ are persons of mixed Indian and European ancestry.

4. The thousands of French “hired men” who journeyed to New France were called _________________________.

5. The Dutch colony on Manhattan Island was called _________________________.

6. The Indian peoples that early settlers at Jamestown encountered were members of the _________________________ Confederacy.

7. The Jamestown colony managed to survive two major wars that the Powhatan Confederacy fought against them under the leadership of Chief _________________________.

8. The Plymouth colonists sailed for the New World on the _________________________.

9. The author of the History of Plimouth Plantation was _________________________.

10. _________________________ was banished from the Massachusetts Bay Colony after criticizing Puritan ministers for overemphasizing good works as a goal in life.
CHAPTER 4
SLAVERY AND EMPIRE, 1441–1770

Complete the following exercises in order as you read the chapter.

1. AMERICAN COMMUNITIES
As you read the introduction to Chapter 4, complete the concept web below to summarize the main ideas about the African community in coastal Georgia which illustrates how slaves had become in the words of one contemporary, a “nation within a nation.”
1. **The Beginnings of Slavery**

As you read this section of your textbook, complete the concept web below with details about West African societies.

**Focus Question:** *What was life like in West Africa before the age of European exploration?*

Using the information in your concept web, write a brief answer to the Focus Question.
2. **THE AFRICAN SLAVE TRADE**

As you read this section of your textbook, complete the chart below to summarize details about the Middle Passage and the arrival of slave ships in America.

<table>
<thead>
<tr>
<th>Middle Passage</th>
<th>Arrival in America</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
3. **The Development of North American Slave Societies**

As you read this section of your textbook, complete the timeline below identifying some of the events in the development of race-based slavery in British North America.

First Africans arrive in Virginia

1619 1670s
4. **The Development of North American Slave Societies**

As you read this section of your textbook, complete the chart below identifying details of slavery in the colonies.

**Focus Question:** *How did slavery in the North differ from slavery in the South?*

<table>
<thead>
<tr>
<th>Tobacco colonies</th>
<th></th>
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<tbody>
<tr>
<td>The Lower South</td>
<td></td>
</tr>
<tr>
<td>Spanish Colonies</td>
<td></td>
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<tr>
<td>French Louisiana</td>
<td></td>
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<tr>
<td>The North</td>
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</tbody>
</table>

Using the information in your chart, write a brief answer to the Focus Question.
5. **AFRICAN TO AFRICAN AMERICAN**

As you read this section of the textbook, complete the concept web to identify details of family and daily life for Africans in slave societies.
6. **AFRICAN TO AFRICAN AMERICAN**

As you read this section of the textbook, complete the outline summarizing details of the ways in which slaves rebelled against slavery.

I. Resistance to Slavery

A. 
   1. 
   2. 

B. 
   1. 
   2. 
   3. 

C. 
   1. 
   2. 
   3. 

D. 
   1. 
   2. 
   3.
7. SLAVERY AND EMPIRE

As you read this section of your textbook, complete the concept web below summarizing how slavery contributed to the economic success of British North America.
CHAPTER REVIEW

KEY TERMS
When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

slavers
Middle Passage
acculturation
slave codes
mercantilism
enumerated goods
salutary neglect
Stono Rebellion
Queen Anne's War
King William's War

MY KEY TERMS
Write down terms that are unfamiliar. How are the words used? Do other words or examples reveal their meaning? Try to figure out meaning from the context.
SHORT ANSWER REVIEW
Consider these questions thoughtfully. Respond with the best possible short answer by filling in the blank.

1. The __________________________ took place in 1739 and was one of the most significant slave revolts in the history of North America.

2. The British corporation that held a monopoly over the slave trade to North America prior to 1698 was the __________________________.

3. Slave Traders from the New England colony of __________________________ transported more than 100,000 enslaved Africans to the Americas.

4. The period of time in which enslaved Africans were carried across the sea in the holds of ships is known as the __________________________.

5. The first Africans to arrive in British North America came ashore in the colony of __________________________.

6. By the 1730s the slave population of the __________________________ became the first in the Western Hemisphere to achieve self-sustained growth.

7. __________________________ is credited with being the first person to introduce the cultivation of indigo to the Lower South.

8. In 1699 the Spanish governor of __________________________ declared it to be a refuge for runaway slaves from British colonies.

9. Quaker __________________________ Considerations on the Keeping of Negroes (1754) was the first anti-slavery publication in American history.

10. Large numbers of African and African American slaves were not converted to Christianity until after the __________________________ which swept across the South just before the American Revolution.
CHAPTER 5
THE CULTURES OF COLONIAL NORTH AMERICA, 1700–1780

Complete the following exercises in order as you read the chapter.

1. AMERICAN COMMUNITIES
As you read the introduction to Chapter 5, complete the outline below to summarize the main ideas about the Indian and French attack in Deerfield, Massachusetts and the Kahnawake Indian community. The story illustrates the wide range of communities in colonial North America and the overlapping of cultures.

I. From Deerfield to Kahnawake: Crossing Cultural Boundaries
   A. 
   B. 
   C. 
   D. 
   E. 

II. Kahnawake, Canada
   A. 
   B. 
   C. 
   D.
2. North American Regions

As you read this section in your textbook, complete the outline summarizing the main ideas about the Spanish Borderlands,

I. Spanish Borderlands

A. Largest and most prosperous European colony
   1.
   2.

B.
   1.
   2.

C.
   1.
   2.

D.
   1.
   2.

E.
   1.
   2.

F.
   1.
   2.
3. **North American Regions**

As you read this section of your textbook, complete the chart below comparing the three regions of the thirteen colonies.

<table>
<thead>
<tr>
<th>Economy</th>
<th>New England</th>
<th>Middle Colonies</th>
<th>Southern Colonies</th>
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<tbody>
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<td>• Fishing</td>
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<td>Society</td>
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<td>• Religious Diversity</td>
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</table>
4. **NORTH AMERICAN REGIONS**

As you read this section of your textbook, complete the chart summarizing everyday life in colonial society.

<table>
<thead>
<tr>
<th></th>
<th>Colonial Culture</th>
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<tbody>
<tr>
<td><strong>Family and Kinship</strong></td>
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<td><strong>Work and Commerce</strong></td>
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<td><strong>Local Community</strong></td>
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</table>
5. **DIVERGING SOCIAL AND POLITICAL PATTERNS**

As you read this section, use the concept web below to list main ideas about population in the colonies.

**FOCUS QUESTION**: *Which major groups of immigrants came to Britain's American colonies in the 1700s?*

Using the information in your concept web, write a brief answer to the Focus Question.
6. **DIVERGING SOCIAL AND POLITICAL PATTERNS**

As you read the section, complete the chart comparing the British approach to government and economy with that of the Spanish and French.

**FOCUS QUESTION:** *How did English ideas about government and the economy influence life in the 13 colonies?*

<table>
<thead>
<tr>
<th></th>
<th>Spanish and French</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government</strong></td>
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</table>

| **Economy**    | •                  | •       |
|                | •                  | •       |
|                | •                  | •       |

Using the information in your chart, write a brief answer to the Focus Question.
7. The Cultural Transformation of British North America

As you read this section of your textbook, complete the chart below to summarize the main concepts advanced by the Enlightenment and the Great Awakening.

**Focus Question:** *To what extent did North America participate in the Enlightenment?*

<table>
<thead>
<tr>
<th>Enlightenment</th>
<th>Great Awakening</th>
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</table>

Using the information in your chart, write a brief answer to the Focus Question.
CHAPTER REVIEW

KEY TERMS
When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

Redemptioner
King William's War
Encomienda
Half-Way Covenant
New Lights
Old Lights
The Toleration Act
Enlightenment
Great Awakening
Jonathan Edwards
George Whitefield
Roger Williams
Quakers
Almanac
Calvinist Theology of Predestination

MY KEY TERMS
Write down terms that are unfamiliar. How are the words used? Do other words or examples reveal their meaning? Try to figure out meaning from the context.
SHORT ANSWER REVIEW

Consider these questions thoughtfully. Respond with the best possible short answer by filling in the blank.

1. The minister who helped lead the religious revival in the Puritan town of Northampton during the 1730s was ________________________.

2. The major religious revival that swept throughout many parts of British North America is known as the ________________________.

3. The ________________________ formed the periphery of the largest and most prosperous European colony on the North American continent, the Viceroyalty of New Spain.

4. The ________________________ stretched from the mouth of the St. Lawrence River southwest through the Great Lakes, then down the Mississippi River to the Gulf of Mexico.


6. ________________________ was a Quaker colony that some called a "heaven for farmers."

7. The colonial region known for its rugged egalitarianism and disdain for rank was the ________________________.

8. Landowning farmers of small to moderate means, artisans, craftsmen, and small shopkeepers were all part of the ________________________ which comprised the greatest portion of British North America's free population.

9. Prime Minister ________________________ helped cultivate traditions of colonial self-government when he assumed that a decentralized administration of the British colonies would best accomplish the nation's economic goals.

10. To educated eighteenth century Britons, the word ________________________ implied mob rule which is why most colonial governments were the domain of the elite.