

CHAPTER TWO
MODELS OF SETTLEMENT: ENGLISH COLONIAL SOCIETIES, 1590–1710

Multiple Choice



1. How did the differing perceptions of diplomacy presented in Theodore de Bry's engraving *The Chickahominy Become "New Englishmen"* lead to future conflict between Native Americans and English settlers?
- A) The Chickahominy felt that the English were taking advantage of them when trading goods.
 - B) The English believed that tribes like the Chickahominy should submit to their rule instead of controlling their own affairs.
 - C) The Chickahominy resented the English attempt to force them to convert to Protestantism.
 - D) The English were reluctant to have personal contact with different Native American groups in their areas of settlement.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: Introduction

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Chapter opening image

2. English colonies in America were financed by _____.

- A) the monarchy
- B) the Church of England
- C) Dutch merchants
- D) joint stock companies

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Easy

Skill Level: Remember the Facts

3. Jamestown’s location made it a poor choice for settlement because it _____.

- A) provided easy access to possible enemy attacks
- B) failed to shelter the colonists from extremely high temperatures
- C) was located near a swamp that bred diseases like malaria
- D) lacked arable land for raising food crops

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Easy

Skill Level: Remember the Facts

4. The “starving time” refers to an event resulting in the _____.

- A) high mortality rates that occurred in Jamestown during the winter of 1609–1610
- B) expulsion of the Powhatan Indian confederacy from Virginia
- C) arrival of African slaves in Virginia
- D) large number of deaths among the neighboring Indian tribes due to exposure to new diseases

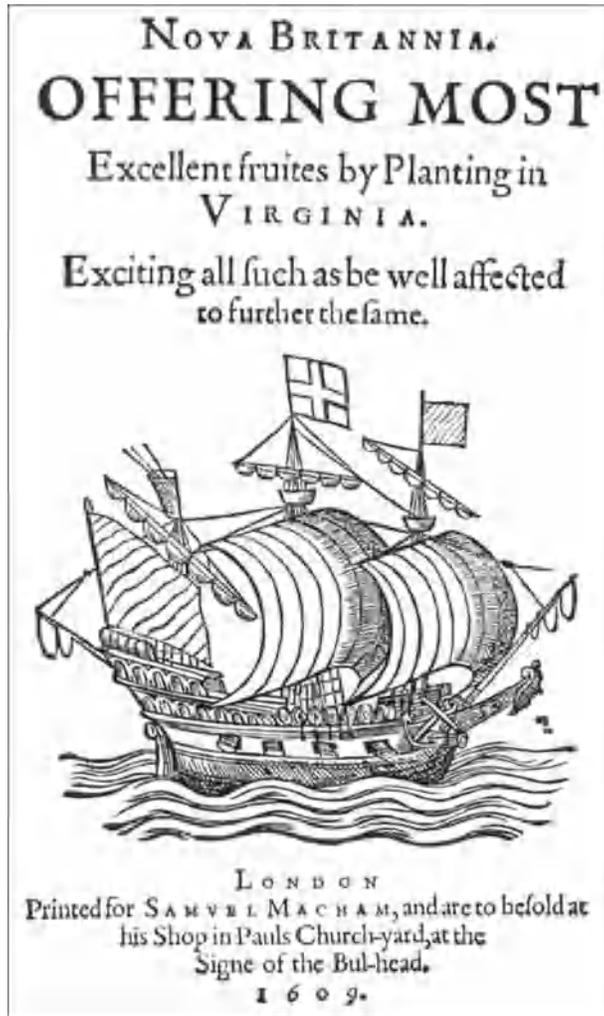
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Easy

Skill Level: Remember the Facts



5. How did this pamphlet printed by the Virginia Company contradict what actually took place in the Virginia colony?

- A) Ocean voyages to Virginia actually took longer than what the pamphlet advertised.
- B) Early colonists failed to get rich from farming and finding gold.
- C) The pamphlet ensured that colonists would get along with neighboring Indians.
- D) Virginia focused more on religious toleration than wealth.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.1 The Founding of Jamestown

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.1 Virginia Promotional Literature



6. Artist Abraham Teniers depicted monkeys as tobacco users in this painting in order to show that tobacco _____.
- A) offered numerous medicinal uses
 - B) harvests depended on animal labor
 - C) promoted bad habits that could be imitated by others
 - D) cost too much money to plant and yielded little profit

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.2 Tobacco Agriculture and Political Reorganization

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.2 Smoking Room with Monkeys

7. Governor Edwin Sandys made reforms in Virginia that included _____.
- A) the abolition of slavery
 - B) granting women who owned property voting rights
 - C) returning large amounts of land to the Indians
 - D) the House of Burgesses and the headright system

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.2 Tobacco Agriculture and Political Reorganization

Difficulty Level: Easy

Skill Level: Remember the Facts



8. What message about the English in Virginia does Theodore de Bry convey through this engraving of an Indian massacre?

- A) The English were civilized people in the wilderness as shown by the walled city and tablecloth.
- B) The English were fierce warriors against neighboring Indians as illustrated by the hatchet in the foreground.
- C) The primary concern for the English was Christianizing the Indians as depicted by the church within the walled city.
- D) Virginia was a hospitable place for additional settlers as exemplified by the number of women shown in the engraving.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.2 Tobacco Agriculture and Political Reorganization

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.3 Theodore de Bry Engraving of the “Massacre” of 1622

9. Maryland was founded as a _____ colony under the authority of Lord Baltimore.

- A) religious
- B) joint stock
- C) royal
- D) proprietary

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.3 Lord Baltimore’s Refuge: Maryland

Difficulty Level: Easy

Skill Level: Remember the Facts

10. Maryland offered religious freedom to _____.

- A) Christians and non-Christians
- B) Catholics only
- C) all Christians
- D) Calvinists only

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.3 Lord Baltimore’s Refuge: Maryland

Difficulty Level: Easy

Skill Level: Remember the Facts

11. Initially, _____ provided the chief source of labor for tobacco production in the Chesapeake.

- A) African slaves
- B) indentured servants
- C) English noblemen
- D) captured Native Americans

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.4 Life in the Chesapeake: Tobacco and Society

Difficulty Level: Easy

Skill Level: Remember the Facts

12. How did the unbalanced sex ratio of the Chesapeake affect gender roles in this colonial region?

- A) Women chose who to marry and often inherited large estates from deceased husbands.
- B) Women amassed significant political power through property ownership.
- C) The large number of Englishmen frequently intermarried with Native American females.
- D) Women were treated as pampered objects who were not required to do hard work.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1.4 Life in the Chesapeake: Tobacco and Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

13. Why were religious reformers in England called Puritans?

- A) They wanted to completely break away from the Church of England.
- B) They wanted to reestablish Catholic traditions and practices in the Church of England.
- C) They wanted to reform the Church of England so that all traces of Catholicism were removed.
- D) They wanted to spread the Protestant religion to Native Americans.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2 New England

Difficulty Level: Easy

Skill Level: Remember the Facts

14. The Pilgrims and others who traveled with them to North America in 1620 drew up the *Mayflower Compact* in order to declare that they would abide by the laws of the _____.

- A) Plymouth community
- B) English monarch
- C) Virginia Company
- D) English Parliament

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.1 Plymouth Plantation

Difficulty Level: Easy

Skill Level: Remember the Facts



15. How does Jan Steen's painting *The Topsy-Turvy World*, which depicts household life in Holland, justify why the Pilgrims wanted to leave that religious haven and begin a new life in America?

- A) They saw that Holland provided them with limited opportunities to acquire wealth.
- B) They discovered that the codes of social behavior in Holland were too strict for their lifestyle.
- C) They sensed that the lewd behavior encountered in Holland was a corrupting influence on their children.
- D) They disagreed with the Roman Catholic practices that they were forced to follow while living in Holland.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.1 Plymouth Plantation

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: Images as History: Corruption Versus Piety

16. Upon their arrival in Massachusetts, the Pilgrims encountered a relatively sparse Indian population resulting from _____.

- A) an unwelcoming land that had never been thickly settled
- B) conquest and expulsion by early Europeans in that region
- C) difficulties associated with a series of difficult winters
- D) diseases which had been contracted from European traders

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.1 Plymouth Plantation

Difficulty Level: Easy

Skill Level: Remember the Facts

17. The Puritans migrated to America after the ascension of Charles I to the throne of England because they feared _____.

- A) an imposition of higher taxes
- B) a revival of Catholicism in England
- C) imprisonment for their beliefs
- D) exile in Holland

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Easy

Skill Level: Remember the Facts

18. Voting privileges in Massachusetts were extended to _____.

- A) property owners
- B) English and Indian males
- C) male church members
- D) all townspeople, including women

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Easy

Skill Level: Remember the Facts



19. This anti-Puritan woodcut is critical of the Puritan cultural belief that _____.
- A) Christmas should acknowledge the birth of Christ
 - B) nonreligious traditional Christmas customs should be outlawed
 - C) drunkenness and joy were essential in celebrating Christmas
 - D) Christmas should be celebrated with neighboring Indian tribes

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.4 Puritans Chase Away Father Christmas

20. Settlements in Puritan New England differed from those in the Chesapeake colonies because Puritans _____.
- A) migrated as families
 - B) came from the upper classes of society
 - C) tended to establish remote independent farms
 - D) frequently clashed with Native Americans

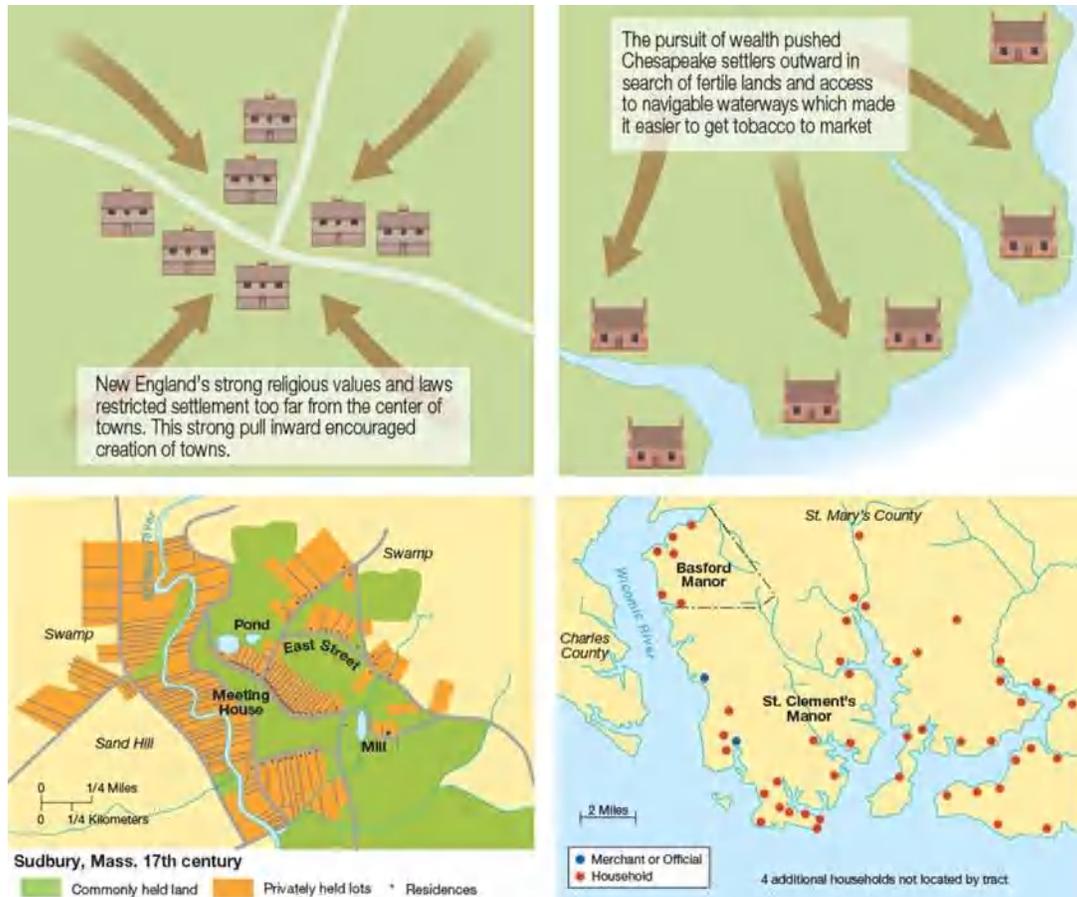
Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Moderate

Skill Level: Understand the Connections



21. How were settlement patterns typical of Puritan New England and the Chesapeake different from each other?

- A) New England towns needed access to waterways for trade while Chesapeake settlements were located further inland.
- B) Settlers in New England were required to live near a meetinghouse while Chesapeake settlers pulled outward as they searched for good land.
- C) New Englanders tended to establish more remote farms while people in the Chesapeake lived in small clustered towns.
- D) Fortified settlements were more common in New England where settlers frequently clashed with Native Americans.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.2 A Godly Commonwealth

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: Envisioning Evidence: Patterns of Settlement in New England and the Chesapeake Compared

22. Roger Williams established the colony of Rhode Island after he was threatened with arrest in Massachusetts for _____.

- A) preaching that one could earn salvation through good works
- B) claiming that he had received a direct revelation from God
- C) unjustly seizing Indian lands
- D) advocating the separation of church and state

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.3 Challenges to Puritan Orthodoxy

Difficulty Level: Easy

Skill Level: Remember the Facts

23. The Puritan elite in Massachusetts accused Anne Hutchinson of Antinomian heresy and considered her a threat to their lifestyle because she _____.

- A) supported the concept that women should play an inferior role in society
- B) denounced the colonists for unjustly seizing Indian lands
- C) claimed to receive a direct revelation from God
- D) advocated for a greater reliance on African slavery

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.3 Challenges to Puritan Orthodoxy

Difficulty Level: Easy

Skill Level: Remember the Facts

24. Puritan views on the family and the Fifth Commandment were also reflected in their _____.

- A) intolerance for unorthodoxy
- B) decision to migrate from England to America
- C) rejection of frivolous folk customs
- D) association of Indians with witchcraft

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.3 Challenges to Puritan Orthodoxy

Difficulty Level: Difficult

Skill Level: Analyze It

25. _____ led to direct conflict between New England settlers and the Pequot Indians.
- A) Pequot involvement with rival French fur traders
 - B) English expansion into the Connecticut Valley
 - C) The introduction of fatal diseases
 - D) English alliances with rival tribes

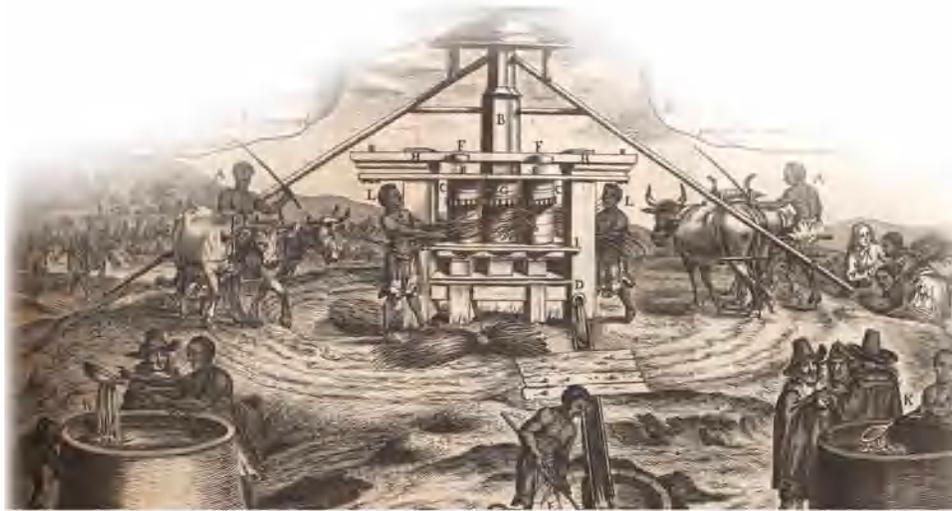
Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2.4 Expansion and Conflict

Difficulty Level: Easy

Skill Level: Remember the Facts



26. This engraving of laborers on a sugar plantation shows the _____.
- A) indentured servants from England processing sugar
 - B) lack of advanced tools found on the typical sugar plantation
 - C) need for cooler weather to raise sugar cane
 - D) multiple steps involved in sugar production

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.1 Power Is Sweet

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 2.6 Sugar Production



27. The presence of rival colonial European powers on the Caribbean “sugar islands” showed that _____.

- A) England controlled the larger islands in this region
- B) French possessions were found both in the Caribbean and in Mexico and Central America
- C) these European nations gained, exchanged, and lost colonial possessions through warfare
- D) Portugal acquired some of the smaller islands through diplomacy

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3 The Caribbean Colonies

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.5 Caribbean Colonies

28. Barbados became England's most profitable colony in the Caribbean because of its _____.

- A) location far from routes used by Spanish fleets
- B) cooler temperatures needed for sugar production
- C) proximity to the North American colonies
- D) large size and high proportion of arable land

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.2 Barbados: The Emergence of a Slave Society

Difficulty Level: Easy

Skill Level: Remember the Facts

29. How did Barbados influence the institution of slavery in England's North American colonies?

- A) African slaves were used for agricultural production for the first time.
- B) Legal codes used to govern relations with slaves became a model for other colonies.
- C) An abolition movement began after the evils of slavery were made apparent.
- D) Practices developed that were more lenient than those of the Spanish and Portuguese.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.2 Barbados: The Emergence of a Slave Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

30. The Restoration refers to the reestablishment of _____.

- A) Roman Catholicism as the state-sponsored religion in England
- B) Dutch rule in New York
- C) the English monarchy under Charles II
- D) legalized slavery in New England

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and Proprietary Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts

31. The English colonies established in America during the Restoration were all _____.
- A) royal colonies
 - B) located in the Chesapeake
 - C) acquired from the Dutch
 - D) proprietary colonies

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and Proprietary Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts



32. What does this map depict about English land holdings in colonial America by 1700?
- A) England controlled the Atlantic seaboard from the Carolinas to New England.
 - B) The New England colonies were established during the Restoration Era.
 - C) Restoration colonies were found mostly in the South.
 - D) The earliest English colonies were located in the mid-Atlantic region.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and Proprietary Colonies

Difficulty Level: Easy

Skill Level: Remember the Facts

Text Asset: 2.8 Seventeenth-Century English Mainland Colonies

33. How did the Dutch colony of New Netherland become an English colony?

- A) The English invaded New Amsterdam and defeated the troops led by Peter Stuyvesant.
- B) Dutch merchants decided to negotiate for favorable terms rather than resist the English.
- C) Greater English settlement in this region permitted settlers to vote out Dutch leadership.
- D) The Dutch lost to the English in a European war and turned over the colony in peace negotiations.

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.1 The English Conquest of the Dutch Colony of New Netherland

Difficulty Level: Moderate

Skill Level: Understand the Connections

34. The Dutch city of New Amsterdam welcomed _____.

- A) escaped slaves from the South
- B) non-Puritan settlers fleeing New England
- C) all Europeans including Jews
- D) Indians willing to convert to Christianity

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.1 The English Conquest of the Dutch Colony of New Netherland

Difficulty Level: Easy

Skill Level: Remember the Facts

35. How did Pennsylvania embody Quaker ideals?

- A) Quaker leaders banned customs followed by local Indians like the Leni-Lenape.
- B) Quakers sought to forcibly convert the local Indian population to Christianity.
- C) Quaker leaders restricted ownership of property to the wealthy elite.
- D) Quakers lived in harmony with people from different faiths in a “peaceable kingdom.”

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.2 A Peaceable Kingdom: Quakers in Pennsylvania

Difficulty Level: Moderate

Skill Level: Understand the Connections



36. What conclusion about the settlement of Pennsylvania can be reached from this engraving made almost a century after William Penn negotiated the original treaty with local Indians?

- A) The Quakers wore clothing that was in style 100 years later.
- B) The Quakers and Indians began to prepare for warfare against each other.
- C) The Quaker colony faced a difficult time due to the lack of lumber and other resources.
- D) Quaker leaders believed that community-owned property increased voter turnout.

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.2 A Peaceable Kingdom: Quakers in Pennsylvania

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.9 William Penn’s Treaty with the Indians

37. Why could Carolina be characterized as a “colony of a colony”?

- A) It was constantly under threat of takeover by the Spanish.
- B) It was effectively controlled by the proprietors of other colonies.
- C) Its Lords Proprietors treated its settlers cruelly.
- D) It produced goods to support West Indian agriculture and trade.

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4.3 The Carolinas

Difficulty Level: Moderate

Skill Level: Understand the Connections



38. This map suggests that during King Philip's War _____.
- A) the conflict raged throughout most of New England
 - B) English colonists suffered many casualties
 - C) English settlement was limited to the coastal areas of New England
 - D) Indian settlements were extensively spread throughout this region

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.1 War and Rebellion

Difficulty Level: Moderate

Skill Level: Understand the Connections

Text Asset: 2.10 King Philip's War

39. What was the cause of Bacon's Rebellion in Virginia?

- A) a desire to ban royal rule in Virginia
- B) frustration with favoritism shown by the governor
- C) the masses' attraction to a charismatic leader
- D) a radical vision of a slave-free territory in the South

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.1 War and Rebellion

Difficulty Level: Easy

Skill Level: Remember the Facts



40. The symbols found on this commemorative medal of the Glorious Revolution convey the message that _____.

- A) the reign of William and Mary would be one of peace
- B) Biblical law should rightfully be the law of the land
- C) William of Orange restored liberty in England
- D) the Dutch gained dominion over England

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.2 The Dominion of New England and the Glorious Revolution

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.11 Glorious Revolution Commemorative Medal

41. Puritan minister Increase Mather reported that after King Philip's War, the Massachusetts government promoted "a Reformation of those Evils which hath provoked the Lord to bring the sword upon us." This view along with the hysteria associated with witchcraft in Salem showed that colonial Puritans _____.

- A) had forgotten their vision of creating a "city upon a hill"
- B) saw both God and Satan as active agents in their lives
- C) believed God favored their religious endeavors
- D) had begun to tolerate other Protestant denominations

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.1 War and Rebellion

Difficulty Level: Difficult

Skill Level: Analyze It



42. The idea of individuals entering into a contract with Satan as shown in this woodcut is parallel to _____.

- A) Puritan views on the lower status of women
- B) the Puritans' covenant with God
- C) perceptions of Indians torturing settlers on the frontier
- D) beliefs that wealthy people were unreligious and wicked

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.3 The Salem Witchcraft Hysteria

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.12 Signing Satan's Book

43. How did King James II apply the Spanish model of empire to the colonial administration of most of the English colonies located in the mid-Atlantic and New England?

- A) He lowered taxes and issued a higher number of land deeds.
- B) He made it easier for colonists to have access to their local courts.
- C) He increased the number of members elected to colonial representative assemblies.
- D) He created a larger administrative unit known as the Dominion of New England to govern these colonies.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.5.2 The Dominion of New England and the Glorious Revolution

Difficulty Level: Difficult

Skill Level: Analyze It



44. This cartoon depicting the bribery of voters outside of a tavern reinforced the Whig vision of _____.

- A) creating a voter constituency that could not be controlled by corrupt politicians
- B) reducing the number of elections to curb the influence of unscrupulous candidates
- C) increasing the number of candidates running for political office
- D) extending voting rights to men and women who did not own property

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.1 The Whig Vision of Politics

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.13 English Whig Cartoon on Electoral Corruption

45. After the Glorious Revolution, Whigs supported _____.

- A) the monarchy
- B) merchants and manufacturers
- C) Roman Catholics in positions of political power
- D) Parliamentary power

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.1 The Whig Vision of Politics

Difficulty Level: Easy

Skill Level: Remember the Facts

46. The 1707 Act of Union created the United Kingdom of Great Britain under which England was united with _____.
- A) its colonies in North America
 - B) Scotland
 - C) Ireland
 - D) its possessions in the Caribbean

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Easy

Skill Level: Remember the Facts

47. The distribution of power in the British Empire influenced the government of the future United States in its _____.
- A) creation of a two-chambered legislative branch
 - B) division between church and state
 - C) assertion that the rule of law limited the powers of the executive branch
 - D) division between local and national authority

Answer: D

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Moderate

Skill Level: Understand the Connections

48. Under Adam Smith’s economic system of mercantilism, colonies were established by powerful nations in order to _____.
- A) supply raw materials to the mother country
 - B) produce manufactured goods needed to compete directly with markets in the mother country
 - C) develop a system of intercolonial commerce to strengthen their own economies
 - D) encourage greater exports of commercial goods to the mother country

Answer: A

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Easy

Skill Level: Remember the Facts



49. How does this image of Indians hunting beaver in the woodlands of the Eastern United States embody the theory of mercantilism?

- A) Colonists strengthened their own economies by producing their own hats.
- B) Beaver pelts were traded within the colonies for agricultural products.
- C) Beaver pelts trapped by Indians were exported to England for the production of hats.
- D) Hunting and trapping of beavers made it an endangered species in North America.

Answer: C

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.2 Mercantilism, Federalism, and the Structure of Empire

Difficulty Level: Difficult

Skill Level: Analyze It

Text Asset: 2.14 Indians Hunting Beaver

50. The English Bill of Rights of 1689 protected the essential liberties of Englishmen by

- A) establishing the rights of free speech and assembly for the first time
- B) acknowledging that absolute power did not exist
- C) giving the crown the exclusive right to levy taxes
- D) creating a division between church and state

Answer: B

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6.1 The Whig Vision of Politics

Difficulty Level: Moderate

Skill Level: Understand the Connections

Essay

51. How did tobacco agriculture transform the Chesapeake societies? Address economic, political, and social factors.

The ideal answer should include:

1. Economically, profits from tobacco created a boom for both Virginia and Maryland. Settlers in Virginia devoted most of the arable land for tobacco production but diverted themselves from other basic tasks such as production of food and shelter, which contributed to a rising mortality rate. Within 30 years of the establishment of Virginia, tobacco production and exportation rose from 10,000 pounds to well over a million pounds. The labor source used in producing tobacco eventually changed from utilizing indentured servants in both colonies to the importation of African slaves, which became more economical as the price of slaves decreased and the high mortality levels dropped.
2. Politically, reforms implemented in Virginia by Governor Edwin Sandys revolved around tobacco production. The House of Burgesses created in 1619 gave colonists more control over their own political affairs, which impacted the regulation of tobacco production. The headright system introduced by Sandys attracted more settlers by giving them 50 acres of land and an additional 50 acres of land for each person brought by each settler. The free acquisition of land by settlers promoted tobacco agriculture.
3. Socially, acquisition of land by settlers led to deteriorating relationships with the local Indians. Population in the Chesapeake largely remained male, with few women coming to these colonies during the early years of settlement. The women who were there, however, gained power by choosing who they could marry and inheriting sizeable estates. Tobacco agriculture also determined the pattern of settlement in that sites close to navigable rivers were essential and that instead of organizing towns, settlers spread out in search of additional fertile land.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.1 The Chesapeake Colonies

Difficulty Level: Moderate

Skill Level: Understand the Connections

52. How did the religious ideals of New England society shape its early history? How were these ideals challenged by some members from within this society?

The ideal answer should include:

1. Puritans and Separatists, who were also known as Pilgrims, emerged in England after fears about England's reversion to Catholicism emerged after the accession of King Charles I. Both groups eventually migrated to New England, where they created a society based on their personal religious ideals.
2. The Pilgrims of the Plymouth colony had a goal of Protestant purity by creating a pure form of Christian worship free of Catholic practices. Upon their arrival in Massachusetts, they determined that principles used to govern their community were agreed to in the presence of God through their agreements in the *Mayflower Compact*.
3. John Winthrop took a group of Puritans to New England in order to create a church and community without the corruption that existed in England. Winthrop's vision for the new settlement focused on the holy ideal of "a city upon a hill." This led to Puritans being selective about who could be part of their colony, which meant that they would select godly persons and try to establish "a right form of government" that would promote their religious mission.
4. During the Great Migration, whole Puritan congregations followed their ministers to America. Puritans settled in towns and villages to build stable communities, and the town structures consisted of homes clustered toward the center of town with fields at the outskirts. This allowed for defense against Indian attack and helped enforce communal norms and beliefs. With family being another building block of Puritan society, the Massachusetts colonists made disobedience to parents a crime punishable by death.
5. There were some challenges to the Puritan orthodoxy. Separatist minister Roger Williams attacked the government of Massachusetts Bay for using the power of the state to enforce religious orthodoxy. Williams supported the idea of complete separation of church and state. He wanted to protect religion from government corruption. Facing the prospect of being arrested for his religious views, Williams fled the colony and headed south, where established the Rhode Island colony.
6. Another challenge to Puritan orthodoxy was by Anne Hutchinson, who did not accept the inferior status that Puritan theology gave to women. She also openly questioned the theological purity of the colony's leading ministers. Thus, the Puritans charged Hutchinson with violating the Fifth Commandment by refusing to honor and obey the colony's ministers. Because the colony's leaders feared that Hutchinson and her followers had succumbed to the Antinomian heresy, she was tried before a special court and subjected to a grueling examination. She was subsequently banished from Massachusetts Bay Colony and eventually settled on Long Island.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.2 New England

Difficulty Level: Moderate

Skill Level: Understand the Connections

53. Why did Barbados turn to African slavery as its primary source of labor? What were the consequences for the institution of slavery in the English Atlantic?

The ideal answer should include:

1. Harsh working conditions and high mortality rates for workers on the sugar plantations on Barbados, in addition to a growing demand for sugar, forced planters to find an alternative source of labor to replace indentured servants and convict labor. English planters were then forced to emulate Portuguese and Spanish colonial economic systems by importing slaves from Africa. By 1660, African slaves outnumbered the white planters on Barbados by a margin of nearly 3 to 1.
2. English law had no precedent to regulate slavery. Early laws dealt with slave theft and other problems such as runaway slaves. By 1661, Barbados enacted a comprehensive set of laws that created a segregated society where race defined servitude. The code also minimized penalties for the mistreatment of slaves by their masters. The Barbadian slave code then became a model for English colonies on the Atlantic seaboard where slavery took place, including Virginia.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.3.2 Barbados: The Emergence of a Slave Society

Difficulty Level: Moderate

Skill Level: Understand the Connections

54. How did the Restoration colonies differ from earlier efforts at colonization in British North America?

The ideal answer should include:

1. One major difference between the Restoration colonies and earlier efforts at colonization was that the impetus behind colonization came from a small group of courtiers and aristocrats rather than Pilgrims and Puritans seeking to establish Protestant purity in their settlements. The Restoration-era proprietors sought to increase their wealth as well as promote their own particular political and religious ideals.
2. The New York colony was different in that English forces seized lands already colonized by the Dutch (to make the New York and New Jersey colonies) instead of taking away lands from the Indians as done previously. This also eliminated the Dutch corridor between New England and the Chesapeake.
3. The Pennsylvania colony also differed from previous efforts in that the Quakers' "peaceable kingdom" embraced the Indians, who were known as "Neighbors and Friends," and sought to avoid conflicts with them. The tactic used by William Penn was to submit disputes regarding land claims to arbitration by a committee composed of Indians and Quakers. Pennsylvania was also influenced by the idea that a stable society depended on a broad distribution of property. In addition, the Charter of Liberties extended religious toleration to all monotheists, including Jews and Muslims.
4. The Carolinas were also different in that their economy was closely tied to that of the West Indies, especially Barbados. Many of the colony's first settlers came from the West Indies, which meant Carolina was essentially a colony of a colony. While prior New England colonies produced goods to export to England, Carolina provided goods such as

naval stores for the West Indian islands. Given the close economic ties between Carolina and Barbados, its early settlers were more familiar with slavery than colonists from earlier settlements.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.4 The Restoration Era and the Proprietary Colonies

Difficulty Level: Moderate

Skill Level: Understand the Connections

55. Who were the Whigs and how did they differ from the Tories? What political and legal concepts defined Whig ideology and how did these differ from other political views of that era? What lasting effect did these views have on society in the Americas?

The ideal answer should include:

1. With the emergence of Parliament as the preeminent power in the English political system after the Glorious Revolution, supporters of this system became known as Whigs. Their opponents, the Tories, favored monarchical authority instead.
2. The Whigs strongly believed in the ideal of civic virtue, or placing the public good above personal interest. This meant that property ownership should be widespread in society.
3. The Whigs also believed that an agricultural nation was less likely to become corrupt than a society based on commerce and manufacturing. Politics would have less of a divisive effect because everyone's interests would be similar. This would prevent representatives from subjecting the people to tyrannical laws.
4. The Whig view of politics was not democratic because only men who owned property were able to vote, given that they had an important and permanent stake in society. As a result, only the most virtuous men would serve as representatives, and frequent elections were a major facet of Whig politics. The fear of corruption mandated that the electorate could not be manipulated by unscrupulous politicians.
5. Parliament added the Bill of Rights of 1689, which established the ideal of the rule of law—that no one, not even the king, was above the law. The Bill of Rights protected the rights to petition government for redress of grievances, trial by jury, bail, and a ban on cruel and unusual punishment. These ideas were included in the United States Constitution's Bill of Rights a century later.
6. The 1707 Act of Union that brought England and Scotland together also divided power in the British Empire between local and imperial authorities. This system of divided power between central and local authority later became the basis for the system of federalism between national authority and state governments found in United States government.

Learning Outcome: Demonstrate knowledge of key events, people, and chronology in English colonial societies, 1590–1710.

Topic: 2.6 The Whig Ideal and the Emergence of Political Stability

Difficulty Level: Difficult

Skill Level: Analyze It

