

## CHAPTER 2      Beginnings of English America, 1607–1660

This chapter concentrates on the early history of the Chesapeake and New England colonies between 1607 and 1660. The chapter begins by exploring the motives behind English colonization of the New World, then considers who was emigrating to North America and for what reasons. Contact with the Indians and the subsequent transformation of Indian life are examined. The settlement in the Chesapeake region, where tobacco emerged as the economic engine and most early colonists cultivated that crop as indentured servants, is compared with the more family- and spiritually oriented and more economically diverse New England settlements. There is irony in the story of New England's economic development: although Puritanism's religion-based work ethic partially encouraged the region's economic growth, the wealth it created eventually weakened the power and influence of Puritan authority. Religion and freedom are common themes in this chapter, relevant to the establishment of Maryland, Massachusetts, and Rhode Island. The Puritan distinction between moral liberty and religious freedom plays a significant role in the banishment of Roger Williams and Anne Hutchinson from the Massachusetts colony. The chapter concludes by looking at the history of English ideas of freedom from the Magna Carta through England's Civil War of the 1640s, which gave the English the belief that they were the world's guardians of liberty. As such, the English believed they were destined to free the Americas from the hold of the Spanish. Primary source documents in this chapter under *Voices of Freedom* and *Who is an American?* include selections from the trial of Anne Hutchinson and a speech on the concept of liberty by John Winthrop. A portion of a book by Henry Care also connects American colonial identity with English notions of liberty.

## CHAPTER OUTLINE

- I. Introduction: Jamestown
- II. England and the New World
  - A. Unifying the English Nation
    - 1. England's stability in the sixteenth century was undermined by religious conflicts.
  - B. England and Ireland
    - 1. England's methods to subdue Ireland in the sixteenth and early seventeenth centuries established patterns that would be repeated in America.
  - C. England and North America
    - 1. The English crown issued charters for individuals such as Sir Humphrey Gilbert and Sir Walter Raleigh to colonize America at their own expense, but both failed.
  - D. Spreading Protestantism
    - 1. Anti-Catholicism had become deeply ingrained in English popular culture.
    - 2. *A Discourse concerning Western Planting* argued that settlement would strike a blow at England's most powerful Catholic enemy: Spain.
    - 3. National glory, profit, and a missionary zeal motivated the English crown to settle America with the goal of rivaling Spain and France.
  - E. The Social Crisis
    - 1. A worsening economy and the enclosure movement led to an increase in the number of poor and to a social crisis.
    - 2. Unruly poor were encouraged to leave England for the New World.
  - F. Masterless Men
    - 1. Thomas Moore's *Utopia* (1516) describes a place where settlers could go to escape the economic inequalities of Europe—a place such as many could imagine America to be.
    - 2. The English increasingly viewed America as a land where a man could control his own labor and thus gain independence, particularly through the ownership of land.
- III. The Coming of the English
  - A. English Emigrants
    - 1. Sustained immigration was vital for the settlement's survival.
    - 2. Between 1607 and 1700, a little over half a million people left England.
      - a. They settled in Ireland, the West Indies, and North America.
      - b. Most settlers in North America were young, single men from the bottom rungs of English society.
  - B. Indentured Servants
    - 1. Two-thirds of English settlers came to North America as indentured servants.
    - 2. Indentured servants did not enjoy any liberties while under contract.
  - C. Land and Liberty
    - 1. Land was the basis of liberty, including voting rights in most colonies.
    - 2. Colonies were started as huge land grants to a company or proprietor.
    - 3. Land was also a source of wealth and power for colonial officials.
  - D. Englishmen and Indians

1. As many more settlers went to the Chesapeake and New England than New Mexico, Florida, and New France combined, the English were chiefly interested in displacing the Indians and settling on their land.
2. The English did emphasize converting Indians like the Spanish and French did.
3. Most colonial authorities in practice recognized the Indians' title to land based on occupancy.
4. The seventeenth century was marked by recurrent warfare between colonists and Indians.
  - a. Wars gave the English a heightened sense of superiority.

#### E. Transformation of Indian Life

1. English goods were eagerly integrated into Indian life.
2. Over time, those European goods changed Indian farming, hunting, and cooking practices.
  - a. Exchanges with Europeans stimulated warfare between Indian tribes.

#### F. Changes in the Land

1. As the English sought to reshape Indian society and culture, their practices only undermined traditional Indian society.
2. Settlers fenced in more land and introduced more crops and livestock, transforming the natural environment.

### IV. Settling the Chesapeake

#### A. The Jamestown Colony

1. Settlement and survival were questionable in the colony's early history because of high death rates, frequent changes in leadership, inadequate supplies from England, and placing gold before farming.
2. By 1616, about 80 percent of the immigrants who had arrived in the first decade were dead.
3. John Smith's tough leadership held the early colony together.

#### B. From Company to Society

1. New policies were adopted in 1618 so that the colony could survive.
  - a. Headright system
  - b. A charter of grants and liberties provided an elected assembly (House of Burgesses), which first met in 1619.
2. The first blacks arrived in 1619, the first hint of slavery in the colony.

#### C. Powhatan and Pocahontas

1. Powhatan, the leader of thirty tribes near Jamestown, eagerly traded with the English.
2. English-Indian relations were mostly peaceful early on.
  - a. Smith tried to maintain the peace, but his return to England in 1610 brought tension and sporadic conflict between the two groups.
  - b. After Pocahontas was captured by the English, she married John Rolfe in 1614, symbolizing Anglo-Indian harmony.

#### D. The Uprising of 1622

1. Once the English decided on a permanent colony instead of merely a trading post, conflict was inevitable.
  - a. Opechancanough, brother of Powhatan, led an attack on Virginia's settlers in 1622.
2. The English forced the Indians to recognize their subordination to the government at Jamestown and moved them onto reservations.
3. The Virginia Company surrendered its charter to the crown in 1624.

#### E. A Tobacco Colony

1. Tobacco was Virginia's "gold," and its production reached 30 million pounds by the 1680s.
2. The expansion of tobacco production led to an increased demand for field labor.

#### F. Women and the Family

1. Virginia society lacked a stable family life.

2. Social conditions opened the door to roles women rarely assumed in England.

#### G. The Maryland Experiment

1. As in Virginia, tobacco came to dominate the economy, and tobacco planters the society.
2. Maryland was established in 1632 as a proprietary colony under Cecilius Calvert.
3. Calvert imagined Maryland as a feudal domain.

#### H. Religion in Maryland

1. Calvert envisioned Maryland as a refuge for persecuted Catholics.
2. Most appointed officials were initially Catholic, but Protestants always outnumbered Catholics in the colony.
3. Although it had a high death rate, Maryland offered servants greater opportunity for land ownership than Virginia.

### V. The New England Way

#### A. The Rise of Puritanism

1. Puritanism emerged from the Protestant Reformation in England.
  - a. Puritans believed that the Church of England retained too many elements of Catholicism.
2. Puritans considered religious belief a complex and demanding matter, urging believers to seek the truth by reading the Bible and listening to sermons.
  - a. Puritans followed the teachings of John Calvin.
  - b. God predetermined who was saved and damned.

#### B. Moral Liberty

1. Many Puritans immigrated to the New World in hopes of establishing a Bible Commonwealth that would eventually influence England.
2. They came to America in search of liberty and the right to worship and govern themselves.
3. Puritans were governed by a “moral liberty,” “a liberty to that only which is good,” which was compatible with severe restraints on speech, religion, and personal behavior.

#### C. The Pilgrims at Plymouth

1. Pilgrims sailed in 1620 to Cape Cod aboard the *Mayflower*.
  - a. Before going ashore, the adult men signed the Mayflower Compact, the first written frame of government in what is now the United States.
  - b. Men not normally signatories to such documents—printers, carpenters, even indentured servants—were among those who affixed their names. (This was over 200 years before most working-class men were allowed to vote in Great Britain.)
  - c. Pilgrims settled first in an abandoned Indian village, as many tribes had been decimated by European diseases introduced by traders.
2. Squanto provided much valuable help to the Pilgrims, and the first Thanksgiving in America was celebrated in 1621.

#### D. The Great Migration

1. The Massachusetts Bay Company was chartered in 1629 by London merchants wanting to further the Puritan cause and to turn a profit from trade with the Indians.
2. New England settlement was very different from settlement in the Chesapeake colonies.
  - a. New England had a more equal balance of men and women.
  - b. New England enjoyed a healthier climate.
  - c. New England had more families.

#### E. The Puritan Family

1. Puritans reproduced the family structure of England with men as the head of the household.
2. Women were allowed full church membership and divorce was legal, but a woman was expected to obey her husband fully.
3. Puritans believed that a woman achieved genuine freedom by fulfilling her prescribed social role and embracing subjection to her husband's authority.
4. New England had a higher birth rate than the Chesapeake region, so much time was spent bearing and rearing children.

#### F. Government and Society in Massachusetts

1. Massachusetts was organized into self-governing towns.
  - a. Each town had a Congregational Church and a school.
  - b. To train an educated ministry, Harvard College was established in 1636.
2. The freemen of Massachusetts elected their governor.
3. Church government was decentralized.
  - a. Full church membership was required to vote in colony-wide elections.
  - b. Church and colonial government were intricately linked.

#### G. Church and State in Puritan Massachusetts

1. Puritans defined liberties by social rank, producing a rigid hierarchical society justified by God's will.
2. The Body of Liberties affirmed the rights of free speech and assembly and equal protection for all.
3. Although ministers were forbidden to hold office in Massachusetts, church and state were closely interconnected.
4. Puritans, like other faiths, believed that religious uniformity was essential to social order.
  - a. Puritans were not tolerant of other religions.
  - b. Puritans wanted to complete the Reformation and spread these ideas back to England.
5. *Voices of Freedom* (Primary Source document feature)
  - a. John Winthrop, "Speech to the Massachusetts General Court" (1645)
  - b. Winthrop describes two very different definitions of liberty in his speech.

### VI. New Englanders Divided

#### A. Roger Williams

1. A young minister, Williams preached that any citizen ought to be free to practice whatever form of religion he chose.
2. Williams believed that it was essential to separate church and state.

#### B. Rhode Island and Connecticut

1. Banished from Massachusetts in 1636, Williams established Rhode Island.
2. Rhode Island was a beacon of religious freedom and democratic government.
3. Other spin-offs from Massachusetts included New Haven and Hartford, which joined to become the colony of Connecticut in 1662.

#### C. The Trial of Anne Hutchinson

1. Hutchinson was a well-educated, articulate woman who charged that nearly all the ministers in Massachusetts were guilty of faulty preaching.
2. Puritans in Massachusetts found the idea of religious pluralism troubling, and Hutchinson was placed on trial in 1637 for sedition.
  - a. Authorities charged her with antinomianism (putting one's own judgment or faith above human law and church teachings).
  - b. On trial, she spoke of divine revelations.

- c. She and her followers were banished; she died in what is now New York.
- 3. As seen with Williams and Hutchinson, Puritan New England was a place of religious intolerance.
- 4. *Voices of Freedom* (Primary Source document feature)
  - a. “The Trial of Anne Hutchinson” (1637)
  - b. Gov. John Winthrop and other members of the court question Anne Hutchinson during her trial.

#### D. Puritans and Indians

- 1. Colonial leaders had differing opinions about the English right to claim Indian land.
- 2. To New England’s leaders, the Indians represented both savagery and temptation.
  - a. The Connecticut General Court set a penalty for anyone who chose to live with the Indians.
  - b. The Puritans made no real attempt to convert the Indians in the first two decades.

#### E. The Pequot War

- 1. As the white population grew, conflict with the Indians became unavoidable, and the turning point came when a fur trader was killed by Pequots.
- 2. Colonists warred against the Pequots in 1637, massacring 500 at the Indian village of Mystic and exterminating the tribe or selling it into slavery.
- 3. Removal of the Pequot opened the Connecticut River Valley to rapid white settlement.

#### F. The New England Economy

- 1. Most migrants were textile craftsmen and farmers.
- 2. Fishing and timber were exported, but the economy centered on family farms.

#### G. The Merchant Elite

- 1. Per capita wealth was more equally distributed in New England than in the Chesapeake.
- 2. A powerful merchant class rose up, assuming a growing role based on trade within the British empire.
- 3. Some clashed with the church and left to establish a new town, Portsmouth, in New Hampshire.

#### H. The Half-Way Covenant

- 1. By 1650, many Massachusetts residents, children of the Great Migration generation, had been baptized as infants but could not prove they had undergone the conversion experience necessary for full church membership.
- 2. The question arose: Could the children of this second generation be baptized?
- 3. In 1662, the Half-Way Covenant answered with a compromise that allowed the grandchildren of the Great Migration generation to be baptized and to be granted a kind of halfway membership in the church.
- 4. As church membership stagnated, ministers castigated the people for various sins.

### VII. Religion, Politics, and Freedom

#### A. The Rights of Englishmen

- 1. By 1600, the idea that certain rights of Englishmen applied to all within the kingdom had developed alongside the traditional definition of liberties.
- 2. This tradition rested on the Magna Carta, which was signed by King John in 1215.
  - a. It identified a series of liberties that barons found to be the most beneficial.
- 3. The Magna Carta over time came to embody the idea of English freedom.
  - a. habeas corpus
  - b. the right to face one’s accuser
  - c. trial by jury
- 4. The belief in freedom as the common heritage of all Englishmen and the conception of the British empire as the world’s

guardian of liberty helped to legitimize English colonization.

5. *Who Is an American?* (primary source document feature)

a. Henry Care, *English Liberties, Or, The Free-Born Subject's Inheritance* (1680)

b. This selection from Care's book connects American colonial identity with English notions of liberty.

#### B. The English Civil War

1. Unrest existed between Parliament and the Stuart monarchy, leading to the beheading of Charles I.

2. The commonwealth established under Oliver Cromwell ruled England until 1660, when the monarchy was restored under Charles II.

3. The English Civil War of the 1640s illuminated debates about liberty and what it meant to be a freeborn Englishman.

#### C. England's Debate over Freedom

1. John Milton called for freedom of speech and freedom of the press in the 1640s.

2. The Levellers called for an even greater expansion of liberty, moving away from a definition based on social class.

3. The Diggers were another political group attempting to give freedom an economic underpinning through the common ownership of land.

#### D. The Civil War and English America

1. Most New Englanders sided with Parliament in the Civil War.

2. Ironically, Puritan leaders were uncomfortable with the religious toleration for Protestants gaining favor in England, as it was Parliament that granted Williams his charter for Rhode Island.

3. A number of Hutchinson's followers became Quakers; four were hanged in Massachusetts.

#### E. The Crisis in Maryland

1. Virginia sided with Charles I, but in Maryland, crisis erupted into civil war.

2. In 1649, Maryland adopted an Act concerning Religion, which institutionalized the principles of toleration that had prevailed from the colony's beginning.

#### F. Cromwell and the Empire

1. Oliver Cromwell, who ruled England from 1649 until his death in 1658, pursued an aggressive policy of colonial expansion, promotion of Protestantism, and commercial empowerment in the British Isles and the Western Hemisphere.

2. The next century was a time of crisis and consolidation.

### SUGGESTED DISCUSSION QUESTIONS

- What motivated England to colonize the New World? How similar to or different from Spain's motives, discussed in Chapter 1, were England's?
- Why was the Jamestown Colony unstable and its survival questionable? Who settled there? What were their goals? How did they interact with the Indians?
- Explain the religious attitudes of settlers in Maryland. How did those compare to the religious attitudes in Massachusetts and in Rhode Island? How was religious freedom defined in each of these colonies? How do these attitudes compare to American attitudes today?
- What were the differences between the Pilgrims and the Puritans? Were they the same? Compare the Plymouth Colony with the Massachusetts Bay Colony.
- How were Puritan women expected to achieve genuine freedom?
- Explain how Roger Williams and Anne Hutchinson showed how the Puritan belief in each individual's ability to interpret the Bi-

ble could easily lead to criticism of the religious establishment.

- In what ways does Gov. John Winthrop criticize Anne Hutchinson as a woman during her trial? (see *Voices of Freedom*)
- Discuss the idea of the rights of Englishmen and what that meant to the settlers in the New World. How did the English Civil War affect the colonists' understanding of their rights?
- Discuss Puritan theology. How does it compare to your own theology, if you have one? How does it use the utopian ideas of America as a place to begin anew—as a place to be able to worship and govern freely—to justify its rather rigid doctrine?
- What points do you imagine John Winthrop and Roger Williams would have made in a debate about church-state relations? Explore this by creating a fictional dialogue between the two men.
- According to Henry Care in *English Liberties* (see *Who Is an American?* feature), how do Care's notions of liberty compare to Gov. John Winthrop's ideas in Massachusetts?

## SUPPLEMENTAL WEB AND VISUAL RESOURCES

### American Beginnings

<http://nationalhumanitiescenter.org/tserve/divam.htm>

<http://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm>

<http://nationalhumanitiescenter.org/pds/tlibrary.htm>

The National Humanities Center. Teacher Serve: An Interactive Curriculum Enrichment Service for Teachers. Two sections: one on religion and the national culture and one on the environment in American history. Toolbox Library offers a plethora of primary sources, discussion questions, additional online sources, and talking points.

[www.nhc.rtp.nc.us/pds/amerbegin/amerbegin.htm](http://www.nhc.rtp.nc.us/pds/amerbegin/amerbegin.htm)

This link takes you to *American Beginnings: The European Presence in North America, 1492–1690*.

### Chesapeake Colonies

[www.marinersmuseum.org/sites/micro/cbhf/colonial/col001.html](http://www.marinersmuseum.org/sites/micro/cbhf/colonial/col001.html)

The Mariners' Museum's website details the history of the various colonies in the Chesapeake Bay area.

### Jamestown

<http://www.virtualjamestown.org>

This site is perfect for classroom use. It offers 3-D re-creations of the village, documents, interviews, maps, labor contracts, and court records and other public records.

<http://historicjamestowne.org/history/history-of-jamestown/>

The site has the latest information on archaeological digs and the recent scientific proof (“Jane’s Story”) of cannibalism.

<http://www.pbs.org/wnet/secrets/jamestowns-dark-winter-full-episode/2427/>

This site showcases the *Secrets of the Dead* documentary episode, “Jamestown’s Dark Winter” (54 min., 2015).

*The New World* (Terrence Malick, 2.5 hours, New Line Cinema, 2005). This dramatic film stars Colin Farrell, Q’Orianka Kilcher, and Christian Bale and reenacts the arrival of the English at Jamestown, including interactions with Pocahontas and local Indian people.

### Pocahontas

<http://historicjamestowne.org/history/pocahontas/>

This Web page is part of the Historic Jamestowne website.



## Mayflower History

[www.mayflowerhistory.com](http://www.mayflowerhistory.com)

Home page for a site that provides historical facts about the *Mayflower* and full-text primary sources of books and letters written by passengers of the *Mayflower*.

## Plymouth Colony

[www.plimoth.org](http://www.plimoth.org)

Plimoth Plantation in Massachusetts offers living history, online activities, and useful tours. This is a Smithsonian Institution Affiliations program.

## 1629 Charter of Massachusetts Bay

[http://avalon.law.yale.edu/17th\\_century/mass03.asp](http://avalon.law.yale.edu/17th_century/mass03.asp)

The Yale School of Law Avalon Project has many historic legal documents, including the charter of Massachusetts Bay.

## SUPPLEMENTAL PRINT RESOURCES

Bragdon, Kathleen J. *The Columbia Guide to the American Indians of the Northeast*. Columbia Guides to American Indian History and Culture Series. New York: Columbia University Press, 2001.

Gaskill, Malcolm. *Between Two Worlds: How the English Became Americans*. New York: Basic Books, 2014.

Horn, James. *A Kingdom Strange: The Brief and Tragic History of the Lost Colony of Roanoke*. New York: Basic Books, 2010.

Irwin, Raymond. "Cast Out from the 'City upon a Hill': Antinomianism Exiles in Rhode Island, 1638–1650." *Rhode Island History* 52, no. 1 (1994): 2–19.

Kupperman, Karen Ordahl. *The Jamestown Project*. Cambridge, MA: Harvard University Press, 2007.

Morgan, Edmund. *The Puritan Dilemma: The Story of John Winthrop*. White Plains, NY: Pearson Longman, 1999.

Morgan, Edmund. *Roger Williams: The Church and the State*. New York: W. W. Norton & Company, 2007.

Norton, Mary Beth. *Founding Mothers and Fathers: Gendered Power and the Forming of American Society*. New York: Vintage Books, 2011.

Quitt, Martin. "Trade and Accumulation at Jamestown, 1607–1609: The Limits of Understanding." *William and Mary Quarterly* 52, no. 2 (1995): 227–58.

Russell, Conrad. *The Causes of the English Civil War*. New York: Oxford University Press, 1990.

Saxton, Martha. "Bearing the Burden? Puritan Wives." *History Today* (1994): 28–33.

Smith, Captain John, and Horn, James. *Captain John Smith: Writings with Other Narratives of Roanoke, Jamestown, and the First English Settlement of America*. New York: Library of America, 2007.

Townsend, Camilla. *Pocahontas and the Powhatan Dilemma*. New York: Hill & Wang, 2004.

## INTERACTIVE INSTRUCTOR ACTIVITIES

### 1. Popular Culture and Jamestown

Have students read the Jamestown section of Chapter 2. Present lecture material on the founding of Jamestown and the ensuing struggle of the colony. Then have students watch several scenes involving Pocahontas and John Smith from two recent Hollywood films: Disney's *Pocahontas* (1995) and Terrence Malick's *The New World* (2005).

Discussion Activities:

1. How do Smith and Pocahontas meet and interact in each film? Discuss their relationship.
2. Compare each film's interpretation of how Pocahontas "saves" John Smith.
3. How does each film portray the Powhatans' relationship with nature?
4. Compare the culture of the Indians and English in both films. Who is surviving "better"?
5. In what ways does each film alter historical facts? Does either film contribute to stereotypes about Native Americans? Explain your an-

swers.

To supplement the discussion for students ahead of time, ask them to examine an important website on Jamestown:

Virtual Jamestown

<http://www.virtualjamestown.org/>

## 2. The Trial of Anne Hutchinson

Have students conduct a mock trial of Anne Hutchinson. Ask them to prepare questions for Hutchinson ahead of time from the selection provided by *Voices of Freedom*. Four students can serve as key players in the reenactment (e.g., Hutchinson, Winthrop). The rest of the class serves as the trial audience. After the trial is over, ask the students to provide a “guilty” or “not guilty” ruling. Ask the students why they voted for or against Hutchinson. Ask the students to connect what they have learned in class with the textbook chapter sections on English religious liberty.

## TEST BANK

### Learning Objectives

1. Describe the main contours of English colonization in the seventeenth century.
2. Identify the obstacles the English settlers in the Chesapeake had to overcome.
3. Explain how Virginia and Maryland developed in their early years.
4. Identify what made the English settlement of New England distinctive.
5. Describe the main sources of discord in early New England.
6. Explain how the English Civil War affected the colonies in America.

### Multiple Choice

1. In 1607, the colonists who sailed to Jamestown on three small ships
  - a. were funded entirely by the queen’s government.
  - b. chose an inland site partly to avoid the possibility of attack by Spanish warships.
  - c. were officers and sailors in the British Royal Navy.
  - d. built a colony at Cape Henry in the mouth of Chesapeake Bay.
  - e. were members of Puritan congregations in search of religious freedom.

ANS: B TOP: Geographic Issues | Introduction: Jamestown DIF: Easy REF: Full p. 49 | Seagull p. 46 MSC: Remembering OBJ: 2.

Identify the obstacles the English settlers in the Chesapeake had to overcome.

2. Which of the following lists these colonies in the proper chronological order by the dates they were founded, from the earliest to the latest?
  - a. Plymouth, Jamestown, Massachusetts Bay, Rhode Island
  - b. Plymouth, Massachusetts Bay, Rhode Island, Jamestown
  - c. Jamestown, Massachusetts Bay, Plymouth, Rhode Island
  - d. Massachusetts Bay, Plymouth, Rhode Island, Jamestown
  - e. Jamestown, Plymouth, Massachusetts Bay, Rhode Island

ANS: E TOP: Chronology | Introduction: Jamestown

DIF: Moderate REF: Full p. 49 | Seagull p. 46

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

3. The 104 settlers who remained in Virginia after the ships that brought them from England returned home
  - a. were all men, reflecting the Virginia Company's interest in searching for gold as opposed to building a functioning society.
  - b. included women and children, because the Virginia Company realized that a stable society would improve the settlers' chances of success, economic and otherwise.
  - c. included representatives of several other countries, part of England's effort to build a strong network of supporters in case of Spanish attack.
  - d. built the second permanent English settlement in North America after Roanoke.
  - e. were only half of those who originally set sail; the rest turned around and went back.

ANS: A TOP: Social History | Introduction: Jamestown DIF: Moderate REF: Full p. 49 | Seagull p. 47 MSC: Remembering  
OBJ: 3. Explain how Virginia and Maryland developed in their early years.

4. Who provided funding for the first permanent English settlement in what would become the United States?
  - a. the English government
  - b. the Anglican church
  - c. a private business organization
  - d. a wealthy individual
  - e. the settlers themselves

ANS: C TOP: Introduction DIF: Moderate  
REF: Full p. 49 | Seagull p. 47 MSC: Remembering  
OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

5. Many settlers came to America from England because they felt it could provide expanded opportunities. What was the primary reason aristocrats decided to immigrate?
  - a. They wanted to earn money in the New World for a couple of years, and then move back to England.
  - b. They wanted to start new lives as adventurers.
  - c. They wanted to develop a more egalitarian society.
  - d. They wanted to give their servants a better life.
  - e. They wanted to re-create a vanished world of feudalism.

ANS: E TOP: Beginnings of English America  
DIF: Moderate REF: Full p. 49 | Seagull p. 48  
MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

6. Why did King Henry VIII break from the Catholic Church?
  - a. He felt the Catholic Church was treating other Catholic nations such as Spain and Portugal unfairly.
  - b. He wanted a divorce from Catherine of Aragon, and the pope refused to grant it.
  - c. He recognized that England was at its peak as an international power and sought to take advantage.
  - d. He wanted to be pope, and the College of Cardinals refused to elect an English Catholic.
  - e. He felt the Catholic Church was not opposing the Protestant Reformation harshly enough.

ANS: B TOP: England and the New World  
DIF: Moderate REF: Full p. 50 | Seagull p. 49  
MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

7. Which of the following statements is true of Queen Mary of England, who reigned from 1553 to 1558?
- She ascended to the throne immediately after a long period of civil war and successfully unified the nation.
  - Her refusal to marry led to her designation as “the Virgin Queen,” after whom Virginia was named.
  - When the pope refused to allow her to divorce her French royal husband, she founded an independent Church of England.
  - She temporarily restored Catholicism as the state religion of England and executed a number of Protestants.
  - Under her authority, colonists established the first permanent English settlement in North America.

ANS: D TOP: England and the New World

DIF: Moderate REF: Full p. 50 | Seagull p. 49

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

8. Approaches and policies used by the English in relation to Native American tribes in North America repeated patterns the English had established in \_\_\_\_\_ in the sixteenth and seventeenth centuries.
- Ireland
  - India
  - Spain
  - Germany
  - France

ANS: A TOP: England and the New World

DIF: Easy REF: Full pp. 50–51 | Seagull p. 49

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

9. During the reign of \_\_\_\_\_, the English government turned its attention to North America by granting charters to Humphrey Gilbert and Walter Raleigh for the establishment of colonies there.
- Henry VIII
  - Mary I
  - James I
  - James II
  - Elizabeth I

ANS: E TOP: England and the New World

DIF: Easy REF: Full p. 51 | Seagull p. 49

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

10. English writers compared Native Americans to what other people, claiming that both peoples’ refusal to respect English authority and convert to English Protestantism was barbaric?
- the Dutch
  - the French
  - the Irish
  - the Spanish
  - the Portuguese

ANS: C TOP: England and the New World

DIF: Easy REF: Full p. 51 | Seagull p. 49

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

11. Which of the following statements accurately describes the colonization attempts made by Sir Humphrey Gilbert and Sir Walter Raleigh?
- They received little or no economic support from the English government.
  - They received substantial monetary incentives from the English crown.
  - They laid claim to land already considered by the Spanish to be Spanish territory.
  - They resulted in the loss of many settlers due to disease yet were the first permanent English settlements.
  - They were the first settlements with the primary aim of establishing a society with freedom of religion.

ANS: A TOP: England and the New World

DIF: Moderate REF: Full p. 51 | Seagull p. 50

MSC: Understanding OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

12. What was unique about the Roanoke colony?
- Its residents owned the colony's land entirely collectively.
  - Its settlers disappeared and their fate was never discovered.
  - It established a lasting positive relationship with the local Indians.
  - It established the first elected assembly in colonial America.
  - It was intended to be a refuge for persecuted Catholics.

ANS: B TOP: England and the New World

DIF: Easy REF: Full p. 51 | Seagull p. 50

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

13. Why did England consider Spain its enemy by the late 1500s?
- because of religious differences: England had officially broken with the Roman Catholic Church, while Spain was devoutly Catholic.
  - because of the Spanish Armada's successful invasion of Great Britain in 1588
  - because Spain had allied with France to invade English colonies in the New World
  - because one of Henry VIII's beheaded wives was a Spanish princess, and the Spanish government announced it would be at war with England until Henry apologized
  - because both the English and Spanish royal families laid claim to the Irish throne

ANS: A TOP: England and the New World

DIF: Moderate REF: Full p. 51–52 | Seagull p. 50

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

14. What was an important impetus for English empire building in North America?
- England was determined to spread Catholicism to Native Americans.
  - The Protestant Reformation heightened England's sense of mission to spread Protestantism and liberate the Americas from Spanish "popery."
  - England wanted to create a trading relationship with Spain in the New World.
  - England's rival, Ireland, had already established a colony in North America.
  - England believed that, as a great empire, it had a duty to share its wealth and knowledge with Native Americans.

ANS: B TOP: England and the New World

DIF: Easy REF: Full pp. 51–52 | Seagull p. 50

MSC: Understanding OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

15. Which of the following statements exemplifies how “freedom and lack of freedom” characterized seventeenth-century America?
- The settlers’ success involved depriving Native Americans of their land and enslaving large numbers of Africans.
  - The New England Puritans gained economic freedom but lost any sort of religious freedom in the New World.
  - The northern colonists’ success depended on depriving the southern colonists of all agricultural success.
  - Catholics became the immigrant group with the most freedom—at the expense of Protestants, who lost their freedom.
  - In Virginia, indentured servants took more and more of the wealthy landowners’ land, leaving them impoverished.

ANS: A TOP: Introduction DIF: Moderate

REF: Full p. 52 | Seagull p. 50 MSC: Understanding

OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

16. Why did the English make use of the argument that Catholic Spain was uniquely murderous and tyrannical?
- to justify their efforts to overthrow the Spanish monarchy
  - to disparage the practices of Puritans and other separatists
  - to present their own imperial endeavors as being in support of the cause of freedom
  - to present the Catholics living in Ireland as more civilized by comparison
  - to prevent the English underclass from fleeing to the New World

ANS: C TOP: England and the New World

DIF: Difficult REF: Full p. 52 | Seagull p. 50

MSC: Analyzing OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

17. In late-sixteenth-century England,
- Catholicism was the dominant religion.
  - anti-Catholicism was deeply ingrained in popular culture.
  - Catholics and Protestants lived in harmony.
  - Queen Elizabeth I executed more than 100 Protestant priests.
  - Queen Elizabeth I converted to Catholicism.

ANS: B TOP: England and the New World

DIF: Easy REF: Full p. 52 | Seagull p. 50

MSC: Understanding OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

18. Which of the following ideas did Richard Hakluyt use to raise support for England’s colonization efforts in the New World?
- The creation of rich agricultural colonies could prevent mass famine as the English population grew.
  - English colonization was part of a divine mission to save the New World from Spanish tyranny.
  - The abundant gold in the New World would make England a prosperous nation.
  - New World lumber would allow England to create an armada to rival the Spanish.
  - Colonization would ease international tensions by encouraging interdependence between England and Spain.

ANS: B TOP: England and the New World

DIF: Difficult REF: Full p. 52 | Seagull p. 50–51

MSC: Understanding OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

19. As a result of British landowners evicting peasants from their lands in the sixteenth and seventeenth centuries,

- a. there was an increase in the number of jobless peasants, whom the British government aided with an early form of welfare.
- b. efforts were made to persuade or even force those who had been evicted to settle in the New World, thereby easing the British population crisis.
- c. mass numbers of peasants converted from Protestantism to Catholicism, because the Catholic Church took better care of the poor.
- d. there was a sharp reduction in the number of sheep and other livestock.
- e. the spread of the Black Plague decreased because of the elimination of cramped living quarters.

ANS: B TOP: England and the New World

DIF: Moderate REF: Full pp. 52–53 | Seagull pp. 51–52 MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

20. What role did the “enclosure” movement play in sixteenth- and seventeenth-century England?

- a. It created a crisis in which many people had no way to make a living.
- b. Queen Mary’s failure to address the problem helped lead to her overthrow.
- c. Spain reacted by launching an invasion of England.
- d. Poverty rates were worse in New England than England.
- e. The problem was such a crisis that Henry VIII authorized judges to order the jobless to work.

ANS: A TOP: England and the New World

DIF: Difficult REF: Full pp. 52–53 | Seagull pp. 51–52

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

21. In England, the idea of working for wages

- a. was a completely foreign concept.
- b. was associated with servility and the loss of liberty.
- c. was romanticized in ballads and tales.
- d. was predominantly seen as preferable to controlling one’s own labor.
- e. grew exceedingly popular among the poor during the sixteenth century.

ANS: B TOP: England and the New World

DIF: Moderate REF: Full p. 53 | Seagull p. 52

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

22. Poor and working-class English people generally hoped that emigrating to America would provide

- a. the opportunity to rely entirely on their employer.
- b. ways to escape their lives as masterless men.
- c. a place where they could once again be peasants on a feudal manor.
- d. opportunities to become independent landowners.
- e. a place to practice their Catholic faith without harassment.

ANS: D TOP: England and the New World

DIF: Moderate REF: Full p. 53–54 | Seagull p. 52

MSC: Understanding OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

23. Which North American area received the most English settlers in the seventeenth century?

- a. Newfoundland
- b. Chesapeake region
- c. West Indies
- d. New England
- e. Middle Colonies

ANS: C TOP: The Coming of the English

DIF: Moderate REF: Full p. 54 | Seagull p. 53

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

24. Most seventeenth-century migrants to North America from England

- a. arrived with other members of their families.
- b. were single, middle-class men.
- c. were single, lower-class men.
- d. had been released from debtors' prisons.
- e. sought to escape the Black Death then ravaging England.

ANS: C TOP: The Coming of the English

DIF: Moderate REF: Full p. 54 | Seagull p. 53

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

25. Which of the following was a significant factor in the greater number of English settlers in the New World, compared to French or Spanish settlers?

- a. Economic conditions were worse in England.
- b. The English population was by far larger.
- c. The English government forcibly deported all of its paupers and criminals.
- d. The English government funded the passage of anyone willing to settle the New World.
- e. The North American climate was identical to that of England.

ANS: A TOP: The Coming of the English

DIF: Moderate REF: Full p. 54 | Seagull p. 53

MSC: Understanding OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

26. What was a key difference between indentured servants from England and slaves from Africa?

- a. Indentured servants never changed owners.
- b. After giving birth, indentured servant women had to give up the child to the owner.
- c. The indentured servants could freely choose their spouse.
- d. Three-quarters of indentured servants escaped and found permanent freedom.
- e. Most indentured servants voluntarily came to the colonies.

ANS: E TOP: England and the New World

DIF: Moderate REF: Full pp. 54–55 | Seagull p. 54

MSC: Evaluating OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

27. Indentured servants

- a. made up only a small minority of seventeenth-century English emigrants.
- b. could be bought and sold, were subject to physical punishment, and often died before they finished their terms of service.



- c. all acquired land and achieved economic independence at the end of their terms of service.
- d. were famously diligent, with stellar work ethics.
- e. usually emigrated as married couples.

ANS: B TOP: England and the New World

DIF: Moderate REF: Full pp. 54–55 | Seagull p. 54

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

28. During the seventeenth century, indentured servants
- a. made up less than one-third of English settlers in America.
  - b. had to surrender their freedom for a minimum of ten years to come to the colonies.
  - c. had a great deal of trouble acquiring land.
  - d. had to pay half of the fare to get them to the New World.
  - e. were almost entirely Irish.

ANS: C TOP: England and the New World

DIF: Moderate REF: Full p. 55 | Seagull p. 54

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

29. How did indentured servants display a fondness for freedom?
- a. Most of them became abolitionists, fighting to end slavery in British North America.
  - b. Some of them ran away or were disobedient to their masters.
  - c. They sent letters home detailing their rapid rise as prominent members of American society.
  - d. They insisted on their right to serve in the militia because they believed in the right to bear arms.
  - e. They regularly published pamphlets criticizing their masters, displaying their love of free speech.

ANS: B TOP: England and the New World

DIF: Moderate REF: Full p. 55 | Seagull p. 54

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

30. Intermarriage between English colonists and Native Americans in Virginia
- a. was quite common following the wedding of John Smith and Pocahontas.
  - b. was only permitted for colonists who were part of the upper class.
  - c. was very rare before being outlawed by the Virginia legislature in 1691.
  - d. created a prevalent mixed race of Native Americans who often wound up enslaved.
  - e. produced a member of a British royal family who became an Indian chief.

ANS: C TOP: The Coming of the English

DIF: Moderate REF: Full pp. 55–56 | Seagull p. 55

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

31. Which is true of the approach taken by English colonies to Native American land in the seventeenth century?
- a. The English usually acquired land from the Native Americans by forcing treaties on them.
  - b. The first English colonists sought the permission of local Indian chiefs before establishing settlements.
  - c. English leaders encouraged settlers to establish farms on Native American land in order to provoke warfare, which inevitably resulted in treaties favoring the English.
  - d. The English did not acknowledge that the Native Americans had any rights to their ancestral lands.

- e. Puritan preachers made popular the argument that only Indians who converted to Christianity could claim ownership to any land.

ANS: A TOP: The Coming of the English

DIF: Moderate REF: Full p. 56 | Seagull p. 55

MSC: Understanding OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

32. The colonization efforts of which European power resulted in the most thorough displacement of Indians over time?
- Portugal
  - Spain
  - England
  - France
  - Netherlands

ANS: C TOP: The Coming of the English

DIF: Difficult REF: Full p. 56 Seagull p. 55

MSC: Understanding OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

33. With regard to Indians, the English were chiefly interested
- in intermarrying with Indians.
  - in converting to Indian religions.
  - in displacing Indians and settling on their land.
  - in ruling over Indians as subjects of the English crown.
  - in joining Indian tribes.

ANS: C TOP: The Coming of the English

DIF: Moderate REF: Full p. 56 | Seagull p. 55

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

34. Who received most of the profits from trade between Native Americans and colonists?
- Native Americans
  - English soldiers
  - colonial and European merchants
  - the king
  - Parliament

ANS: C TOP: The Coming of the English

DIF: Easy REF: Full p. 57 | Seagull p. 56

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

35. How did contact with Europeans affect the hunting practices of Indians?
- Indians stopped hunting in favor of raising livestock.
  - Indians began to hunt more birds, because they found that Europeans would pay high prices for fowl.
  - Indians began exclusively hunting fish, because new European technology made it far easier to do so.
  - The hunting practices of Indians were unchanged by contact with Europeans.
  - Indians invested more time in hunting beavers for their fur.

ANS: E TOP: The Coming of the English

DIF: Moderate REF: Full p. 57 | Seagull p. 56

MSC: Understanding OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

36. Which English group did the most to reshape Native American society and culture in the seventeenth century?
- traders
  - religious missionaries
  - colonial authorities
  - settlers farming the land
  - the Royal Geographical Society

ANS: D TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 57 | Seagull p. 57

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

37. Which of the following statements is true of the Jamestown colony?
- While about half of its settlers died in the first year, forced labor enabled it to survive.
  - It was a rich source of gold and silver that proved the envy of the Spanish settlers.
  - It was established predominantly as a haven for Catholics persecuted in Europe.
  - Constant Native American attacks decimated the population and led to its failure.
  - Its inhabitants completely disappeared, leaving behind a mysterious word carved into a tree.

ANS: A TOP: Settling the Chesapeake DIF: Easy

REF: Full p. 58 | Seagull p. 58 MSC: Remembering

OBJ: 3. Explain how Virginia and Maryland developed in their early years.

38. As leader of the Jamestown Colony, John Smith
- was a failure and had to return to England.
  - improved relations with Native Americans by marrying Pocahontas.
  - used rigorous military discipline to hold the colony together.
  - used an elaborate reward system to persuade colonists to work.
  - set up the first representative assembly in the New World.

ANS: C TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 58 | Seagull p. 58

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

39. The Virginia Company's establishment of the headright system in 1618
- gave every former indentured servant fifty acres of land, which created the basis for a more socially equal society than that of Massachusetts.
  - gave fifty acres of land to any colonist who paid for his own or another's passage, which in effect awarded large estates to anyone who brought in a sizable number of servants.
  - gave widows the entirety of their husbands' properties in perpetuity, which undermined the patriarchal social order.
  - forbade the development of large plantations, which hindered the spread of tobacco farming.
  - abolished indentured servitude and slavery and dispersed all plantation owners' lands to former servants and slaves.

ANS: B TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 58 | Seagull p. 58

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

40. How did the Virginia Company reshape the development of the colony of Virginia?

- a. It instituted the headright system, giving fifty acres of land to each colonist who paid for his own or another's passage.
- b. It fired John Smith and allowed the local election of a more popular leader.
- c. It gave control back to the king, who straightened out its problems through Parliament.
- d. It required all settlers to grow tobacco, a highly profitable crop.
- e. It created an executive committee that really ran the colony and a committee of colonists who thought they were running it.

ANS: A TOP: Settling the Chesapeake

DIF: Easy REF: Full p. 58–59 | Seagull p. 58

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

41. The Virginia House of Burgesses

- a. was dissolved by King James because he objected to all representative government.
- b. was created as part of the Virginia Company's effort to encourage the colony's survival.
- c. banned the importation of both indentured servants and African slaves.
- d. had more power than the royally appointed governor.
- e. was included in the original charter for the Jamestown Colony.

ANS: B TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 59 | Seagull p. 58

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

42. Which colony created the first elected assembly in colonial America?

- a. Rhode Island
- b. Maryland
- c. Roanoke
- d. Virginia
- e. Massachusetts

ANS: D TOP: Settling the Chesapeake DIF: Easy

REF: Full p. 59 | Seagull p. 58 MSC: Remembering

OBJ: 3. Explain how Virginia and Maryland developed in their early years.

43. The Native American leader Powhatan

- a. tried to avoid trade with the colonists at all costs, as he had strongly distrusted them from the beginning.
- b. managed to consolidate control over some thirty nearby tribes and initially promoted trade with the English.
- c. was the brother of Pocahontas and believed Native Americans should be subservient to the English.
- d. invited the colonists to feasts with his tribe and then slaughtered the entire colony of Jamestown.
- e. recognized that the English settlers controlled most of the region's food and, thus, sought their graces.

ANS: B TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 59 | Seagull p. 59

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

44. How did Pocahontas play a key role in Jamestown society?

- a. She served as an intermediary between Powhatan and English leaders, transporting food and messages.
- b. Her marriage to John Rolfe led to many more interracial marriages between Indians and the English.
- c. She became a symbol of the animosity between settlers and Indians and was denied entry to King James I's court.
- d. She married John Smith and led the Jamestown colony alongside him, leading to an alliance between the English and Indians.
- e. Her conversion to Christianity led to the majority of Native Americans in her village to switch to the Church of England.

ANS: A TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 59 | Seagull p. 59

MSC: Understanding OBJ: 3. Explain how Virginia and Maryland developed in their early years.

45. It can be argued that conflict between the English settlers and local Indians in Virginia became inevitable when
- a. the Native Americans realized that England wanted to establish a permanent and constantly expanding colony, not just a trading post.
  - b. Pocahontas married John Rolfe instead of her longtime suitor John Smith.
  - c. the House of Burgesses passed a law ordering Native Americans out of the colony.
  - d. Powhatan led an attack against the English settlers in 1644 that expanded into an all-out war that lasted for decades
  - e. Spain formed a military alliance with Powhatan and turned against the English.

ANS: A TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 59 | Seagull p. 60

MSC: Understanding OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

46. Opechancanough
- a. emphasized peaceful relations with the English colonists in Virginia.
  - b. was responsible for his brother Powhatan's death.
  - c. accidentally killed John Smith during a feast.
  - d. mounted a surprise attack against Virginia in the 1620s.
  - e. betrayed rebelling natives to the English authorities.

ANS: D TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 60 | Seagull p. 60

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

47. Which of the following was a consequence of the Uprising of 1622?
- a. The Virginia Company sold half of its original land to the coastal Native Americans who had gradually gained supremacy.
  - b. The Crown sent hundreds of convicts to settle in Virginia to punish them for their demonstrations in England.
  - c. The Virginia Company banned the cultivation of tobacco because relations between white settlers and enslaved Africans were so fraught.
  - d. The Crown reinstated John Smith as governor to reward him for his role in quelling the uprising and restoring trade.
  - e. Virginia experienced a major shift in the power balance of the colony and, as a result, became the first royal colony.

ANS: E TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 60 | Seagull p. 60

MSC: Evaluating OBJ: 3. Explain how Virginia and Maryland developed in their early years.

48. In what sense was the Virginia Company a failure?
- a. It was not profitable for its investors.

- b. None of its white inhabitants survived.
- c. Tobacco failed to thrive in its colony's climate.
- d. The local Indians refused to sell land to its founders.
- e. Spain seized control of the company's colony.

ANS: A TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 60 Seagull p. 60

MSC: Analyzing OBJ: 3. Explain how Virginia and Maryland developed in their early years.

49. What is the significance of the Uprising of 1622?

- a. It was the inspiration for Mary Rowlandson's popular captivity narrative.
- b. It resulted in the complete victory of one of the region's most powerful Indian groups.
- c. It was a colonial manifestation of the English Civil War.
- d. It was caused by the implementation of the enclosure movement in Ireland.
- e. It fundamentally altered the balance of power between the Indians and English.

ANS: E TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 60 | Seagull p. 60

MSC: Understanding OBJ: 3. Explain how Virginia and Maryland developed in their early years.

50. What was Virginia's "gold," which ensured its survival and prosperity?

- a. cotton
- b. fur
- c. tobacco
- d. indigo
- e. sugar

ANS: C TOP: Settling the Chesapeake DIF: Easy

REF: Full p. 60 | Seagull p. 61 MSC: Remembering

OBJ: 3. Explain how Virginia and Maryland developed in their early years.

51. Tobacco production in Virginia

- a. enriched an emerging class of planters and certain members of the colonial government.
- b. benefited from the endorsement of King James I.
- c. declined after its original success, as Europeans learned the dangers of smoking.
- d. resulted in more unified settlements, thanks to tobacco's propensity to grow only in certain areas of Virginia.
- e. was under the control of two planters, Walter Raleigh and the Earl of Kent.

ANS: A TOP: Settling the Chesapeake

DIF: Easy REF: Full p. 60–61 | Seagull p. 61

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

52. The spread of tobacco farming in seventeenth-century Virginia

- a. discouraged land speculation and reduced the demand for field labor.
- b. led to a decline in profits for the colonial government and the crown.
- c. helped to create a highly unequal society, dominated economically and politically by an elite plantation-owning class.

- d. led to a remarkably equal, socially unified society, centered on networks of closely connected towns.
- e. impoverished the landholding elite and allowed poor laborers to acquire most of the land.

ANS: C TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 61 | Seagull p. 61

MSC: Understanding OBJ: 3. Explain how Virginia and Maryland developed in their early years.

53. Of the English women who came to Virginia in the seventeenth century,
- a. a majority arrived as wives of merchants and English gentlemen.
  - b. a majority were indentured servants who labored in the tobacco fields, often facing early death and sexual abuse by masters.
  - c. most married very young, during their term of indentured service.
  - d. most remained single because women outnumbered male settlers ten to one.
  - e. most encountered social conditions that strengthened the traditional authority of husbands and fathers.

ANS: B TOP: Settling the Chesapeake

DIF: Moderate REF: Full pp. 61–62 | Seagull pp. 61–62 MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

54. Why did many women in Virginia not start a family until their mid-twenties?
- a. Women mostly came to Virginia as indentured servants.
  - b. Women were too busy running the family business.
  - c. Women outnumbered men, so they had a difficult time finding a husband.
  - d. Women focused on doing work for the church.
  - e. Women and men were not together often due to men fighting in wars with Indians.

ANS: A TOP: Settling the Chesapeake DIF: Easy

REF: Full p. 62 | Seagull p. 62 MSC: Remembering

OBJ: 3. Explain how Virginia and Maryland developed in their early years.

55. Maryland was similar to Virginia in that
- a. both started out as proprietary colonies.
  - b. tobacco proved crucial to its economy and society.
  - c. John Smith had to take over the colony and organize its settlers to work.
  - d. both offered settlers total religious freedom.
  - e. the king approved the creation of each colony only because of pressure from Parliament.

ANS: B TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 62 | Seagull p. 62

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

56. Maryland's founder, Cecilius Calvert,
- a. wanted Maryland to be like a feudal domain, with power limited for ordinary people.
  - b. supported total religious freedom for all of the colony's inhabitants.
  - c. gave a great deal of power to the elected assembly but not to the royal governor.
  - d. lost ownership of the colony and died a pauper.
  - e. actually hated Catholics, which is why he set up a colony for them in a swamp.

ANS: A TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 63 | Seagull p. 63

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

57. Maryland was established as a refuge for which group?

- a. Quakers
- b. Puritans
- c. Pilgrims
- d. Native Americans
- e. Catholics

ANS: E TOP: Settling the Chesapeake

DIF: Easy REF: Full p. 63 | Seagull p. 63

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

58. Puritans of the seventeenth century

- a. were completely unified on all issues.
- b. believed the Church of England retained too many elements of Catholicism in its rituals and doctrines.
- c. fundamentally opposed all beliefs of the Church of England.
- d. believed in both religious freedom and toleration.
- e. secretly supported the Catholic Church.

ANS: B TOP: The New England Way

DIF: Moderate REF: Full p. 64 | Seagull p. 64

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

59. Puritans were

- a. English settlers who advocated for the right of all religious dissenters in New England to freely practice their own religion.
- b. English Catholics who wanted England to become Catholic again.
- c. English Protestants who rejected the teachings of John Calvin.
- d. English Protestants who believed that the Church of England was still too similar to the Catholic Church.
- e. Catholic settlers in Maryland who sought to keep all Protestants out of the colony.

ANS: D TOP: The New England Way

DIF: Moderate REF: Full p. 64 | Seagull p. 64

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

60. Which of the following ideas was at the center of the religious doctrine of John Calvin?

- a. The Catholic Church needed to stop its sale of indulgences.
- b. The hierarchy of the congregation ran from the top down.
- c. Conversion of Indians must be emphasized.
- d. It was predetermined by God who was going to receive salvation.
- e. Performing good works on a consistent basis was the only clear path to heaven.

ANS: D TOP: The New England Way DIF: Easy

REF: Full p. 65 | Seagull p. 65 MSC: Remembering



OBJ: 4. Identify what made the English settlement of New England distinctive.

61. What was Puritan leader and Massachusetts Bay governor John Winthrop's attitude toward liberty?
- He saw two kinds of liberty: natural liberty, the ability to do evil, and moral liberty, the ability to do good.
  - He saw two kinds of liberty: negative liberty, the restricting of freedoms for the sake of others, and positive liberty, the ensuring of rights through a constitution.
  - He believed that individual rights took precedence over the rights of the community.
  - He believed in a dictatorship, with only himself in charge of the Puritan community.
  - He believed "liberty" had a religious but not a political meaning.

ANS: A TOP: The New England Way

DIF: Moderate REF: Full p. 65 | Seagull p. 66

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

62. To Puritans, liberty meant
- that wives had equal authority with husbands in the family.
  - that all people had a right to challenge religious or political authority.
  - that all people must be free to practice their religious beliefs.
  - that the "elect" (as opposed to the "damned") had a right to establish churches and govern society.
  - "natural liberty," or acting without restraint.

ANS: D TOP: The New England Way

DIF: Moderate REF: Full p. 65 | Seagull p. 66

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

63. Why did Puritans decide to emigrate from England in the late 1620s and 1630s?
- Because so many of them had become separatists, they had to leave England to save their church.
  - Charles I had started supporting them, creating conflicts with Catholic nobles.
  - The Church of England was firing their ministers and censoring their writings.
  - Puritan leader John Winthrop wanted a high-level position, and leaving England was the only way for him to get it.
  - The Poor Law of 1623 banned non-Catholics from receiving government aid.

ANS: C TOP: The New England Way DIF: Easy

REF: Full p. 66 | Seagull p. 65 MSC: Remembering

OBJ: 4. Identify what made the English settlement of New England distinctive.

64. Where in the Americas did the Pilgrims originally plan to go?
- New Netherland
  - Plymouth Rock
  - Boston
  - Virginia
  - Pennsylvania

ANS: D TOP: The New England Way DIF: Easy

REF: Full p. 66 | Seagull p. 66 MSC: Remembering

OBJ: 4. Identify what made the English settlement of New England distinctive.

65. The Mayflower Compact established
- religious toleration and freedom in Massachusetts.
  - the right to emigrate to America.
  - a company chartered to settle New England.
  - a civil government for Plymouth Colony.
  - peaceful relations between English colonists and Indians in Rhode Island.

ANS: D TOP: The New England Way

DIF: Moderate REF: Full p. 66 | Seagull p. 66

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

66. What benefited the Pilgrims when they landed at Plymouth?
- They met a Native American, Opechancanough, who helped them.
  - It was the late spring, so it was planting season.
  - Native Americans, decimated by disease, had left behind cleared fields for farming.
  - The local Indian leader considered the English to be divine.
  - John Smith arrived to help organize them.

ANS: C TOP: The New England Way

DIF: Moderate REF: Full p. 66 | Seagull p. 66

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

67. What is the significance of the Mayflower Compact?
- It was the first written frame of government in the American colonies.
  - It formally acknowledged Indian ownership of their ancestral territories.
  - It established the headright system.
  - It was only signed by the wealthiest of the colonists.
  - It acknowledged that women had the right to vote.

ANS: A TOP: The New England Way

DIF: Moderate REF: Full p. 66 | Seagull p. 66

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

68. Which group of settlers in the New World originally held all land in common until 1627?
- the Roanoke colony
  - supporters of Anne Hutchinson
  - Levellers
  - Pilgrims
  - the Virginia Company

ANS: D TOP: The New England Way

DIF: Moderate REF: Full pp. 66–67 Seagull p. 67

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

69. In contrast to the Chesapeake region, the population in New England
- did not stress family-based activities.

- b. focused on rice and tobacco.
- c. grew rapidly because of healthier surroundings.
- d. included even fewer women.
- e. was not as deeply religious.

ANS: C TOP: The New England Way

DIF: Easy REF: Full p. 67 | Seagull p. 68

MSC: Evaluating OBJ: 4. Identify what made the English settlement of New England distinctive.

70. What was one difference between life in New England and in the Chesapeake in the seventeenth century?
- a. The Chesapeake was a far healthier environment, so more children survived infancy there than in New England.
  - b. Tobacco plantations dominated New England, while family farms dominated the Chesapeake.
  - c. Religious beliefs were less influential on New England society.
  - d. Patriarchal family patterns emerged quickly in New England but more slowly in the Chesapeake.
  - e. Chesapeake society was more socially unified, because the region had many more towns than New England.

ANS: D TOP: The New England Way

DIF: Moderate REF: Full p. 67 | Seagull p. 68

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

71. The Puritans believed that male authority in the household was
- a. an outdated idea.
  - b. to be unquestioned.
  - c. so absolute that a husband could order the murder of his wife.
  - d. not supposed to resemble God's authority in any way, because that would be blasphemous.
  - e. limited only by the number of children—the more, the better.

ANS: B TOP: The New England Way

DIF: Easy REF: Full p. 67 | Seagull p. 69

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

72. In Puritan marriages
- a. reciprocal affection and companionship were the ideal.
  - b. divorce was not allowed.
  - c. husbands could beat their wives without interference from the authorities.
  - d. wives were banned from attending church services.
  - e. women could speak only when spoken to.

ANS: A TOP: The New England Way

DIF: Moderate REF: Full p. 67 | Seagull p. 69

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

73. In early seventeenth-century Massachusetts, freeman status was granted to adult males who
- a. owned land, regardless of their church membership.
  - b. had served their term as indentured servants.
  - c. were freed slaves.
  - d. were landowning church members.

e. raised cash crops for the colony.

ANS: D TOP: The New England Way

DIF: Easy REF: Full p. 68 | Seagull p. 70

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

74. The Massachusetts General Court

- a. reflected the Puritans' desire to govern the colony without outside interference.
- b. was selected exclusively by the king.
- c. was selected exclusively by the governor.
- d. ruled the colony from its beginnings in 1630.
- e. by law had to consist of a majority of Puritan judges.

ANS: A TOP: The New England Way

DIF: Moderate REF: Full p. 68 | Seagull p. 70

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

75. Which of the following was highly valued by Puritan societies?

- a. undisciplined "natural" liberty
- b. literacy in order to read the Bible
- c. charity to help the poor
- d. individual self-expression
- e. ornate decorations

ANS: B TOP: The New England Way

DIF: Moderate REF: Full p. 68 | Seagull p. 70

MSC: Analyzing OBJ: 4. Identify what made the English settlement of New England distinctive.

76. In what way was Puritan church membership a restrictive status?

- a. Only those who could prove they had received formal education could be members, because the ability to read and discuss sermons was so highly valued.
- b. Although all adult male property owners elected colonial officials, only men who were full church members could vote in local elections.
- c. Only property owners could be full members of the church.
- d. Full membership required demonstrating that one had experienced divine grace.
- e. Full membership required that one's parents and grandparents had been church members.

ANS: D TOP: The New England Way

DIF: Moderate REF: Full p. 69 | Seagull p. 70

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

77. How did most Puritans view the separation of church and state?

- a. They were so determined to keep them apart that they banned ministers from holding office, fearing that they would enact pro-religious legislation.
- b. They allowed church and state to be interconnected by requiring each town to establish a church and levy a tax to support the minister.
- c. The Massachusetts Bay Colony endorsed the Puritan faith but allowed anyone the freedom to practice or not practice religion.

- d. They had never heard of the concept before local native leaders introduced them to the practice.
- e. They invented and successfully enacted the concept, but their efforts ultimately fell apart when Parliament refused to send them written permission.

ANS: B TOP: The New England Way

DIF: Moderate REF: Full p. 70 | Seagull p. 71

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

78. Puritans viewed individual freedom and personal freedom as
- a. good because Massachusetts Bay leaders welcomed debate over religion.
  - b. dangerous to social harmony and community stability.
  - c. integral to leading a religious lifestyle, as they played a prominent role in the Bible.
  - d. vital because they had been discouraged from enjoying these back in England.
  - e. detrimental to the individual but ultimately a positive development for the community.

ANS: B TOP: New Englanders Divided

DIF: Moderate REF: Full p. 70 | Seagull p. 71

MSC: Understanding OBJ: 5. Describe the main sources of discord in early New England.

79. Which of the following did the Puritan settlers of seventeenth-century New England value most highly?
- a. freedom of speech
  - b. privacy within the family home
  - c. individual expression
  - d. religious toleration
  - e. social unity

ANS: E TOP: New Englanders Divided

DIF: Difficult REF: Full p. 70 Seagull pp. 71–72

MSC: Analyzing OBJ: 5. Describe the main sources of discord in early New England.

80. Roger Williams argued that
- a. church and state must be totally separated.
  - b. Puritans must stay in the Church of England and reform it.
  - c. religious wars were necessary to protect not only religion, but also freedom.
  - d. Puritans were on a divine mission to spread the true faith.
  - e. only John Winthrop was capable of explaining the word of God.

ANS: A TOP: The New England Way

DIF: Easy REF: Full p. 70 | Seagull p. 72

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

81. Why did Roger Williams found Rhode Island?
- a. to establish a Catholic colony
  - b. to establish a Jewish colony
  - c. to establish a haven for religious dissenters
  - d. to establish a Native American colony
  - e. to compete with Connecticut for access to the British export trade

ANS: C TOP: The New England Way

DIF: Moderate REF: Full pp. 70–71 | Seagull p. 72

MSC: Remembering OBJ 5. Describe the main sources of discord in early New England.

82. When Roger Williams established the colony of Rhode Island
- he required voters there to be members of a Puritan church.
  - the king refused to give it a charter, and it remained a renegade colony until Williams died.
  - he made sure that it was more democratic than Massachusetts Bay.
  - he felt that too much democracy would be bad because it might interfere with religious freedom.
  - the colony became a haven for Protestants of all kinds, but it banned Jews.

ANS: C TOP: New Englanders Divided

DIF: Moderate REF: Full p. 71 | Seagull p. 73

MSC: Understanding OBJ: 5. Describe the main sources of discord in early New England.

83. The minister Thomas Hooker
- wanted the separation of church and state in Rhode Island.
  - was the first governor of Massachusetts.
  - agreed with Anne Hutchinson's challenges to the Puritan church elders.
  - pointed the way to the rock on shore that Plymouth Colony was founded on.
  - expanded the number of men who could vote in Hartford.

ANS: E TOP: New Englanders Divided

DIF: Easy REF: Full p. 71 | Seagull p. 73

MSC: Understanding OBJ: 5. Describe the main sources of discord in early New England.

84. What did Anne Hutchinson's critics accuse her of?
- Antinomianism: she put her own judgement above human law and the teachings of the church.
  - Catholicism: she named the pope as the head of the church.
  - Judaism: she renounced Jesus Christ.
  - Fraud: she stole money from the offering trays.
  - Indecency: she wore revealing clothing.

ANS: A TOP: New Englanders Divided

DIF: Difficult REF: Full p. 72 | Seagull p. 73

MSC: Understanding OBJ 5. Describe the main sources of discord in early New England.

85. Which of the following statements accurately describes Anne Hutchinson?
- She was banished after being accused of witchcraft by her neighbors.
  - As an unmarried woman, she lived on the edges of Puritan society.
  - She fled Massachusetts rather than face trial for sedition.
  - She spoke openly of receiving divine revelations directly from God.
  - She founded the colony of Rhode Island.

ANS: D TOP: New Englanders Divided

DIF: Moderate REF: Full p. 72 | Seagull p. 74

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

86. Anne Hutchinson's trial demonstrated that

- a. she was unable to speak in front of a large group of people.
- b. she had secretly converted to Catholicism.
- c. she had been influenced by Native American religion.
- d. women in Puritan communities were considered equal to their husbands.
- e. colony leaders and church elders considered her a threat to their authority.

ANS: E TOP: New Englanders Divided

DIF: Difficult REF: p. 73 | Seagull p. 74

MSC: Analyzing OBJ: 5. Describe the main sources of discord in early New England.

87. What perceptions of Indian society encouraged the publication of captivity narratives and why?

- a. English leaders feared that the abundance of gold in Indian societies would make Native American societies far too rich to become the captives of settlers.
- b. English leaders believed that the lack of desirable qualities in Indian societies would forever guarantee that only Indians could become captives of the English, not vice versa.
- c. English leaders questioned the tendency of Indians to treat enslaved African Americans poorly and, thus, outlawed any form of servitude or captivity in their own societies.
- d. English leaders believed that the religious views of the Indians were essentially the same as those of English settlers and would help fuel the creation of shared religious writings.
- e. English leaders feared that the life of freedom enjoyed by Indians would tempt English settlers to join Indian societies and, thus, required a deterrent.

ANS: E TOP: New Englanders Divided

DIF: Difficult REF: Full p. 73 | Seagull p. 75

MSC: Analyzing OBJ: 5. Describe the main sources of discord in early New England.

88. For most New Englanders, Indians represented

- a. savagery.
- b. teachers.
- c. curiosities.
- d. sources of culture.
- e. survival.

ANS: A TOP: New Englanders Divided

DIF: Easy REF: Full p. 73 | Seagull p. 75

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

89. What did Mary Rowlandson's book demonstrate?

- a. The brutality of New England Indians.
- b. The strong pull of being part of the Puritan society.
- c. The importance of questioning the church elders.
- d. The significance of the separation of church and state.
- e. The appeal of joining an Indian community.

ANS: B TOP: New Englanders Divided

DIF: Moderate REF: Full p. 73 | Seagull p. 75

MSC: Evaluating OBJ: 5. Describe the main sources of discord in early New England.

90. Who spoke in Anne Hutchinson's defense during her 1637 trial?

- a. court-appointed lawyer
- b. Roger Williams
- c. John Winthrop
- d. her husband
- e. Anne Hutchinson herself

ANS: E TOP: Voices of Freedom | Primary Source Document DIF: Easy REF: Full p. 74 | Seagull p. 76 MSC: Remembering

OBJ: 5. Describe the main sources of discord in early New England.

91. Which of the following claims did Anne Hutchinson make during her 1637 trial?

- a. The Bible was to be understood metaphorically only.
- b. The Massachusetts Bay Colony was becoming too materialistic.
- c. Women had no right to speak in public regarding religious matters.
- d. Religious freedom should be extended to Jews and Native Americans.
- e. God spoke to her directly, much as God had spoken to Abraham.

ANS: E TOP: Voices of Freedom | Primary Source Document DIF: Moderate REF: Full p. 74 | Seagull p. 76 MSC: Understanding

OBJ: 5. Describe the main sources of discord in early New England.

92. Which of the following is an example of what John Winthrop calls civil, federal, or moral liberty in his 1645 Speech to the Massachusetts General Court?

- a. a wife's obedience to her husband as a form of honor
- b. an animal caring for its young
- c. a man's ability to give in to animalistic impulses
- d. a group of people forming a dissenting church
- e. a person crying out ecstatically during a church service

ANS: A TOP: Voices of Freedom | Primary Source Document DIF: Moderate REF: Full p. 75 | Seagull p. 77 MSC: Applying

OBJ: 5. Describe the main sources of discord in early New England.

93. What does John Winthrop say about civil or federal liberty in his 1645 Speech to the Massachusetts General Court?

- a. It is maintained through proper subjection to authority.
- b. It is the enemy of truth and peace.
- c. It is completely unavailable to women.
- d. It relies exclusively on an individual's understanding of right and wrong.
- e. It defies man's proper relationship to God.

ANS: A TOP: Voices of Freedom | Primary Source Document DIF: Moderate REF: Full p. 75 | Seagull p. 77 MSC: Understanding

OBJ: 5. Describe the main sources of discord in early New England.



94. Which of the following statements accurately describes the Pequot War of 1637?
- The Pequots were forced to pay reparations for the damage they caused New England settlers.
  - The Narragansetts joined the Pequots to fight the Puritans.
  - The Pequots won and relocated to what would become New York State.
  - The colonists' victory resulted in the effective destruction of the Pequot tribe.
  - The Pequots temporarily drove the Massachusetts Bay settlers into Plymouth Colony.

ANS: D TOP: New Englanders Divided

DIF: Moderate REF: Full p. 76 | Seagull p. 78

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

95. In the seventeenth century, New England's economy
- grew at a very slow rate because few settlers moved to the region.
  - suffered because most early settlers were poor and could not gain access to land.
  - centered on family farms and also involved the export of fish and timber.
  - boasted a significant manufacturing component that employed close to one-third of all men.
  - relied heavily on indentured servants in the labor force.

ANS: C TOP: New Englanders Divided

DIF: Moderate REF: Full p. 77 | Seagull p. 79

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

96. Compared to the Chesapeake colonies, New England had more economic equality because it had more
- cash crops.
  - timber.
  - landowners.
  - slaves.
  - religious toleration.

ANS: C TOP: New Englanders Divided

DIF: Difficult REF: Full p. 77 | Seagull p. 80

MSC: Analyzing OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

97. Boston merchants
- challenged the subordination of economic activity to Puritan control.
  - refused to trade with anyone outside the Puritan faith.
  - paid for Anne Hutchinson's prosecution.
  - had enjoyed widespread freedom to trade since the establishment of the colony.
  - believed the General Court should regulate all economic activity.

ANS: A TOP: New Englanders Divided

DIF: Moderate REF: Full pp. 77–78 | Seagull p. 80

MSC: Understanding OBJ: 5. Describe the main sources of discord in early New England.

98. As the sixteenth century progressed in New England, the growing commerce
- brought religious and economic values into conflict.
  - increased church attendance.

- c. led to better relations between the English and the Native Americans.
- d. made the church elders the wealthiest people in society.
- e. resulted in new cash crops.

ANS: A TOP: New Englanders Divided

DIF: Moderate REF: Full pp. 77–78 | Seagull p. 80

MSC: Analyzing OBJ: 5. Describe the main sources of discord in early New England.

99. The Half-Way Covenant of 1662 addressed

- a. separation of church and state.
- b. freedom of religion.
- c. Native American relations.
- d. generational church membership.
- e. business relations.

ANS: D TOP: New Englanders Divided

DIF: Difficult REF: Full p. 78 | Seagull p. 81

MSC: Understanding OBJ: 5. Describe the main sources of discord in early New England.

100. The Half-Way Covenant of 1662 allowed for

- a. English peasants to regain half of their communal lands lost during the enclosure movement.
- b. partial membership in Puritan churches based on ancestry.
- c. indentured servants to pay their masters to cut their term of service in half.
- d. wives to share half the family property.
- e. Native Americans to regain half of their lands lost to English settlers.

ANS: B TOP: New Englanders Divided

DIF: Moderate REF: Full p. 78 | Seagull p. 81

MSC: Remembering OBJ 5. Describe the main sources of discord in early New England.

101. The Half-Way Covenant of 1662

- a. set up civil government in Massachusetts.
- b. allowed Baptists and Quakers to attend, but not join, Puritan churches.
- c. gave women limited voting rights in Puritan congregations.
- d. permitted anyone who paid a tithe to be baptized in a Puritan church.
- e. did not require evidence of conversion to grant a kind of church membership.

ANS: E TOP: New Englanders Divided

DIF: Moderate REF: Full p. 79 | Seagull p. 81

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

102. The Magna Carta

- a. was an agreement between King Henry VIII and the Anglican Church.
- b. guaranteed religious freedom in Great Britain.
- c. granted many liberties, but mainly to lords and barons.
- d. was seen as embodying English freedom until Parliament repealed it in 1722.
- e. was, like the English Constitution, unwritten.

ANS: C TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 79 | Seagull p. 83

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

103. A central element in the definition of English liberty was
- the right to a trial by jury.
  - the right to self-incrimination.
  - that each English citizen owned a copy of the English Constitution.
  - freedom of expression.
  - the idea that the king was above the rule of law.

ANS: A TOP: Religion, Politics, and Freedom

DIF: Easy REF: Full p. 79–80 | Seagull p. 82

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

104. What was one of the elements of “English liberty” that came to be embodied in English common law in the wake of the 1215 Magna Carta?
- the right to speak out against the Crown
  - the right of all peoples to self-determination and freedom from colonial control
  - the right of habeas corpus
  - the right to pursue justice without waiting for permission from an authority figure
  - the right to pay a fee to avoid imprisonment

ANS: C TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full pp. 79–80 | Seagull p. 82

MSC: Understanding OBJ 6. Explain how the English Civil War affected the colonies in America.

105. How did the meaning of the Magna Carta change with time?
- It began as a religious document but soon gained a secular understanding.
  - It grew more and more at odds with the idea of “English liberty.”
  - As serfdom disappeared, its rights applied to a greater percentage of the population.
  - After the English Civil War, its ideas were completely rejected.
  - Following the Protestant Reformation, it specified the right to religious freedom.

ANS: C TOP: Religion, Politics, and Freedom

DIF: Difficult REF: Full pp. 79–80 | Seagull p. 82

MSC: Analyzing OBJ: 6. Explain how the English Civil War affected the colonies in America.

106. At the heart of the English Civil War was
- which family would rule the English throne.
  - whether Puritans should separate from the Church of England.
  - who should control the colonies in the New World.
  - whether England should be an ally of Spain.
  - a question of sovereignty between Parliament and the king.

ANS: E TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 80 | Seagull pp. 82–83

MSC: Analyzing OBJ: 6. Explain how the English Civil War affected the colonies in America.

107. Which of the following statements accurately describes the English understanding during the seventeenth century of the concept of freedom?
- It was understood purely in religious terms, referring to freedom from Catholic interference.
  - It was a political term referring strictly to who should have the right to vote.
  - It remained a vital and much-debated concept even after Charles I was beheaded.
  - It evolved primarily as part of the first western push for women's rights.
  - It emerged at a time when English rulers had already officially declared the country a "democracy."

ANS: C TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 80 | Seagull p. 83

MSC: Analyzing OBJ: 6. Explain how the English Civil War affected the colonies in America.

108. In the 1640s, leaders of the House of Commons
- accused the king of imposing taxes without parliamentary consent.
  - supported efforts to move England back to Catholicism.
  - aided Charles I in overthrowing his father, James I.
  - opposed Oliver Cromwell's "Commonwealth" government.
  - refused to allow new colonists to emigrate to America.

ANS: A TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 80 | Seagull p. 83

MSC: Understanding OBJ: 6. Explain how the English Civil War affected the colonies in America.

109. During the English political upheaval between 1640 and 1660,
- new religious sects began demanding the end of public financing and special privileges for the Anglican Church.
  - groups began calling for the elimination of a written English constitution on the grounds that kings merely abused its privileges.
  - writer John Milton called for an end to freedom of speech and freedom of the press, because it caused too much controversy.
  - the execution of King Charles II led to new debates about crime and punishment.
  - the majority of American colonists returned to England to participate in the Civil War.

ANS: A TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 80 | Seagull p. 83

MSC: Understanding OBJ: 6. Explain how the English Civil War affected the colonies in America.

110. What was one of the guiding principles of the Levellers?
- They pushed for the common ownership of land.
  - They called for greatly expanded voting rights.
  - They opposed a written constitution on the grounds that it institutionalized social inequality.
  - They proposed to abolish Parliament entirely.
  - They sought to maintain the status quo through the establishment of social classes.

ANS: B TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 80 | Seagull p. 83

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

111. Religious dissension in England during the first half of the seventeenth century resulted in

- a. a civil war.
- b. war with Spain.
- c. a papal visit to London.
- d. England not focusing on the monarchy.
- e. Henry VIII restoring Catholicism.

ANS: A TOP: Religion, Politics, and Freedom

DIF: Difficult REF: Full p. 80 | Seagull p. 83

MSC: Analyzing OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

112. What was the context in which groups such as the Levellers and Diggers arose?

- a. religious changes brought about by Henry VIII breaking with the Catholic Church
- b. political unrest to the point of a civil war
- c. economic prosperity spurred by immense colonial wealth
- d. economic stability created by the enclosure movement
- e. cultural changes resulting from a great influx of immigrants from Ireland

ANS: B TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 80 | Seagull pp. 83–84

MSC: Understanding OBJ: 6. Explain how the English Civil War affected the colonies in America.

113. The English Civil War was significant in American history because

- a. the debates over the meaning of freedom that emerged from the war elevated the idea of “English liberty” to a central place in the political culture of the Anglo-American colonies.
- b. Oliver Cromwell’s pro-Parliament forces rejected imperial expansion and freed Ireland and Jamaica, and thus threatened the continued existence of the American colonies.
- c. Oliver Cromwell’s government refused to trade with the colonies.
- d. Oliver Cromwell’s government abolished slavery.
- e. When the monarchy was restored, Charles II sought to tax the colonies to pay for the war.

ANS: A TOP: Religion, Politics, and Freedom

DIF: Difficult REF: Full p. 81 | Seagull p. 85

MSC: Understanding OBJ: 6. Explain how the English Civil War affected the colonies in America.

114. What type of government does Henry Care describe as ideal in his text *English Liberties or The Free-Born Subject’s Inheritance*?

- a. democracy
- b. oligarchy
- c. monarchy
- d. anarchy
- e. tyranny

ANS: C TOP: Who Is An American? | Primary Source Document DIF: Easy REF: Full p. 81 | Seagull p. 85 MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

115. How does Henry Care differentiate France and England in his text *English Liberties or The Free-Born Subject's Inheritance*?
- He describes the French people as subject to the Catholic Church, while the English are free to follow their own consciences and forgo religion.
  - He describes the French king as having unlimited power, while the English king is said to be constrained by laws and the rights of the people.
  - He describes the French people as simple and poor, while the English are prosperous and sophisticated in every respect.
  - He describes the French people as enjoying true liberties, while English subjects struggle with liberties that exist only in name.
  - He describes the French people as appropriately respectful of their king's decisions, while the English consistently create problems by challenging their monarchy.

ANS: B TOP: Who Is An American? | Primary Source Document DIF: Moderate REF: Full p. 81 | Seagull p. 85 MSC: Analyzing

OBJ: 6. Explain how the English Civil War affected the colonies in America.

116. The ideals of which group or individual are most closely aligned with modern America's ideal of equal rights for all?
- Puritans
  - Levellers
  - Stuart kings
  - John Winthrop
  - John Smith

ANS: B TOP: Religion, Politics, and Freedom

DIF: Difficult REF: Full p. 82 | Seagull p. 84

MSC: Applying OBJ: 6. Explain how the English Civil War affected the colonies in America.

117. Which of the following is true of the Puritans' dealings with Quakers?
- Their officials in Massachusetts severely punished Quakers, even hanging several of them.
  - They welcomed the Quakers and thus were happy to help them set up the Pennsylvania colony.
  - They fought Charles II's efforts to oppress and suppress Quakers.
  - They passed a law ordering all Quakers to leave Massachusetts or face imminent death.
  - They resented the Quakers for their shrewd business practices.

ANS: A TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 82 | Seagull p. 84

MSC: Understanding OBJ: 6. Explain how the English Civil War affected the colonies in America.

118. The Diggers
- were a Protestant sect that the Puritans banished from Massachusetts.
  - were a group of Scottish immigrants to Maryland who sought to form a union of fellow laborers.
  - were an English group that advocated for common ownership of land and declared that all English people, including the poor, were entitled to a comfortable livelihood.
  - was another name for tobacco laborers in Maryland.
  - was a derogatory name that the English used to describe Irish-Catholic laborers.

ANS: C TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 82 | Seagull p. 84

MSC: Remembering OBJ 6. Explain how the English Civil War affected the colonies in America.

119. Which of the following is an accurate statement regarding the impact on Maryland of seventeenth-century England's Protestant-Catholic conflict?
- The conflict had no effect on far-off Maryland.
  - To win the favor of Protestant kings, Maryland gave all authority to Protestants.
  - The English government temporarily repealed Calvert's ownership of Maryland and the colony's policies of religious toleration.
  - Maryland's Catholic leaders banned Protestant worship in 1671.
  - The conflict eventually led to the Puritan government of the 1640s taking refuge in Maryland.

ANS: C TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full pp. 82–83 | Seagull pp. 86–87 MSC: Understanding

OBJ: 6. Explain how the English Civil War affected the colonies in America.

120. Which colony adopted the Act Concerning Religion in 1649, which institutionalized the principle of religious toleration?
- Virginia
  - Maryland
  - Massachusetts
  - Rhode Island
  - Connecticut

ANS: B TOP: Religion, Politics, and Freedom

DIF: Easy REF: Full p. 82 | Seagull p. 86

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

121. The Crisis in Maryland in the 1640s centered mainly on
- conflict between socialists and capitalists.
  - conflict between supporters of Parliament and those loyal to King Charles I.
  - conflict between tobacco and cotton farmers.
  - conflict between indentured servants and plantation owners.
  - conflict between Quakers and Baptists.

ANS: B TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 83 | Seagull p. 79

MSC: Remembering OBJ 6. Explain how the English Civil War affected the colonies in America.

122. In the 1650s, who pushed England toward a policy of expanding territory and commercialism?
- Oliver Cromwell
  - John Smith
  - Charles I
  - Charles II
  - James I

ANS: A TOP: Religion, Politics, and Freedom

DIF: Easy REF: Full p. 83 | Seagull p. 87

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

## Matching

### TEST 1

- \_\_\_ 1. Squanto
- \_\_\_ 2. John Smith
- \_\_\_ 3. Anne Hutchinson
- \_\_\_ 4. Powhatan
- \_\_\_ 5. John Calvin
- \_\_\_ 6. Roger Williams
- \_\_\_ 7. Cecilius Calvert
- \_\_\_ 8. John Winthrop
- \_\_\_ 9. William Bradford
- \_\_\_ 10. Pocahontas
- \_\_\_ 11. Walter Raleigh
- \_\_\_ 12. Richard Hakluyt

- a. served as proprietor of Maryland
- b. was the wife of John Rolfe
- c. was a Pilgrim leader
- d. was a leader of Indians near Jamestown
- e. served as governor of Massachusetts
- f. led a settlement at Roanoke Island that failed
- g. was denounced for Antinomianism
- h. was an Indian who helped the Pilgrims
- i. was a French-born theologian who influenced the Puritans
- j. established Rhode Island
- k. wrote *A Discourse Concerning Western Planting*
- l. was an early leader of Jamestown

Answer Key: h, l, g, d, i, j, a, e, c, b, f, k

### TEST 2

- \_\_\_ 1. Virginia Company
- \_\_\_ 2. An Act Concerning Religion
- \_\_\_ 3. Puritans
- \_\_\_ 4. tobacco
- \_\_\_ 5. Mayflower Compact
- \_\_\_ 6. headright system
- \_\_\_ 7. Quakers
- \_\_\_ 8. indentured servants
- \_\_\_ 9. House of Burgesses
- \_\_\_ 10. Half-Way Covenant
- \_\_\_ 11. Magna Carta



\_\_\_ 12. Levellers

- a. institutionalized the principle of toleration that had prevailed from Maryland's beginnings
- b. believed the spirit of God dwelled in all persons
- c. gave five to seven years of service for passage to America and were subject to punishment
- d. was the first elected assembly in colonial America
- e. was the charter company that established Jamestown
- f. was the first written frame of government in British America
- g. was a religious compromise for the descendants of the Great Migration
- h. was the primary crop of the Chesapeake colonies
- i. argued that the Church of England was still too Catholic
- j. granted fifty acres to anyone who paid his own passage
- k. formed a political movement favoring expanded liberties
- l. was a 1215 document that was said to embody English freedom

Answer Key: e, a, i, h, f, j, b, c, d, g, l, k

**True/False**

1. Jamestown was originally settled only by men.

ANS: T TOP: Social History | Introduction: Jamestown

DIF: Easy REF: Full p. 49 | Seagull p. 47

MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

2. *A Discourse Concerning Western Planting* argued that English settlement of North America would strike a blow against Spain.

ANS: T TOP: England and the New World

DIF: Moderate REF: Full p. 52 | Seagull p. 50

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

3. As enclosure of land resulted in fewer farmers, many of these people moved to English cities, becoming jobless and causing vagrancy.

ANS: T TOP: England and the New World

DIF: Moderate REF: Full pp. 52–53 | Seagull p. 51–52 MSC: Understanding OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

4. The English increasingly viewed America as a land where a man could control his own labor and thus gain independence.

ANS: T TOP: The Coming of the English

DIF: Easy REF: Full p. 55 | Seagull p. 54

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

5. Indians mostly traded furs and animal skins for European goods.

ANS: T TOP: The Coming of the English

DIF: Easy REF: Full p. 57 | Seagull p. 56

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

6. Growing connections with Europeans lessened warfare between Indian tribes.

ANS: F TOP: The Coming of the English

DIF: Moderate REF: Full p. 57 | Seagull p. 56

MSC: Remembering OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

7. Early settlers of Jamestown preferred seeking gold to farming.

ANS: T TOP: Settling the Chesapeake DIF: Easy

REF: Full pp. 57–58 | Seagull p. 58 MSC: Remembering OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

8. The headright system led to fewer people from England coming to Virginia.

ANS: F TOP: Settling the Chesapeake DIF: Easy

REF: Full p. 58 | Seagull p. 58 MSC: Remembering

OBJ: 3. Explain how Virginia and Maryland developed in their early years.

9. Treatment of the Indians by members of the Virginia colony was influenced in part by Las Casas's condemnation of Spanish behavior.

ANS: T TOP: Settling the Chesapeake

DIF: Difficult REF: Full p. 59 | Seagull p. 59

MSC: Understanding OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

10. The romance between Pocahontas and John Smith led to their marrying in England, where she then died.

ANS: F TOP: Settling the Chesapeake DIF: Easy

REF: Full p. 59 | Seagull p. 60 MSC: Understanding

OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

11. The Virginia Company accomplished its goals for the shareholders and for its settlers.

ANS: F TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 60 | Seagull p. 60

MSC: Understanding OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome.

12. Believing that tobacco was harmful to one's health, King James I warned against its use.

ANS: T TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 60 | Seagull p. 61

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

13. Women in the early Virginia colony comprised about half the white population.

ANS: F TOP: Settling the Chesapeake

DIF: Moderate REF: Full p. 61 | Seagull pp. 61–62

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

14. Virginia women who were *feme sole* were more likely to have the opportunity to conduct business.

ANS: F TOP: Settling the Chesapeake

DIF: Difficult REF: Full p. 62 | Seagull p. 62

MSC: Remembering OBJ: 3. Explain how Virginia and Maryland developed in their early years.

15. Puritans believed that the Church of England was not in need of reform.

ANS: F TOP: The New England Way

DIF: Easy REF: Full p. 64 | Seagull p. 64

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

16. Self-denial was an important element of the Puritan understanding of freedom.

ANS: T TOP: The New England Way

DIF: Moderate REF: Full p. 65 | Seagull p. 65

MSC: Understanding OBJ: 4. Identify what made the English settlement of New England distinctive.

17. The Pilgrims intended to set sail for Cape Cod in 1620.

ANS: F TOP: The New England Way

DIF: Moderate REF: Full p. 66 | Seagull p. 66

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

18. The first settlers to Massachusetts were nearly identical in makeup to the first Jamestown settlers.

ANS: F TOP: The New England Way

DIF: Moderate REF: Full p. 67 | Seagull p. 67

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

19. The family structure in Puritan colonies in America differed significantly from the typical family structure in England.

ANS: F TOP: The New England Way

DIF: Moderate REF: p. 67 | Seagull p. 69

MSC: Remembering OBJ: 4. Identify what made the English settlement of New England distinctive.

20. Religious toleration violated the Puritan understanding of moral liberty.

ANS: T TOP: The New England Way

DIF: Moderate REF: Full p. 70 | Seagull p. 71

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

21. Roger Williams imagined Rhode Island as a feudal domain.

ANS: F TOP: New Englanders Divided

DIF: Easy REF: Full p. 71 | Seagull pp. 72–73

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

22. To the Puritan leaders, Indians were savages and immoral.

ANS: T TOP: New Englanders Divided

DIF: Easy REF: Full p. 73 | Seagull p. 75

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

23. One of the first priorities of the Puritans upon arriving in North America was converting the Indians to Christianity.

ANS: F TOP: New Englanders Divided

DIF: Moderate REF: Full p. 76 | Seagull p. 75

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

24. In British America, unlike other New World empires, Indians performed most of the labor in the colonies.

ANS: F TOP: New Englanders Divided

DIF: Easy REF: Full pp. 76–77 | Seagull p. 79–80

MSC: Remembering OBJ: 5. Describe the main sources of discord in early New England.

25. After the English Civil War, it was generally believed that freedom was the common heritage of all Englishmen.

ANS: T TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 79 | Seagull p. 82

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

26. The English Civil War was a bloodless war that restored Catholicism to England.

ANS: F TOP: Religion, Politics, and Freedom

DIF: Easy REF: Full p. 80 | Seagull pp. 82–83

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

27. Jewish people enjoyed religious freedom under Maryland's Act Concerning Religion.

ANS: F TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 83 | Seagull p. 86

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

28. Oliver Cromwell's Parliament passed the first Navigation Act, aimed to wrest control of world trade from the Dutch.

ANS: T TOP: Religion, Politics, and Freedom

DIF: Moderate REF: Full p. 84 | Seagull p. 87

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

29. The English colonies in America in the seventeenth century developed remarkably similar economic, political, and social structures to one another.

ANS: F TOP: Religion, Politics, and Freedom

DIF: Easy REF: Full p. 84 | Seagull p. 87

MSC: Remembering OBJ: 6. Explain how the English Civil War affected the colonies in America.

### Short Answer

Identify and give the historical significance of each of the following terms, events, and people in a paragraph or two.

1. New England merchant elite
2. Puritanism
3. civil versus natural liberty
4. Powhatan
5. Pocahontas
6. English Civil War
7. Roger Williams

8. Elizabeth I
9. tobacco
10. Anne Hutchinson
11. headright system
12. Magna Carta

## Essay

1. What key political, social, and religious ideas and institutions defined the English nation around 1600?

ANS: Answers will vary. TOP: Social History | Political History | Cultural History | The Rights of Englishmen | English Liberty | Unifying the English Nation | Spreading Protestantism | The Social Crisis

DIF: Moderate MSC: Understanding

OBJ: 1. Describe the main contours of English colonization in the seventeenth century.

2. Once England decided to create an overseas empire, it did so with impressive speed. Explain the motives behind English expansion to the North American continent, including the Great Migration.

ANS: Answers will vary. TOP: Political History | Economic Development | English Emigrants | The Great Migration | Spreading Protestantism | The Social Crisis | The Jamestown Colony | A Tobacco Colony | The Maryland Experiment | The Pilgrims at Plymouth DIF: Moderate MSC: Understanding

OBJ: 1. Describe the main contours of English colonization in the seventeenth century. | 3. Explain how Virginia and Maryland developed in their early years. | 4. Identify what made the English settlement of New England distinctive.

3. Many degrees of freedom coexisted in seventeenth-century North America. Discuss the various definitions of freedom. Be sure to include slaves, indentured servants, women, Indians, property owners, and Puritans in your discussion. Identify any similarities and differences among these different versions of freedom.

ANS: Answers will vary. TOP: Economic Development | Social History | Ethnicity | Indentured Servants | Transformation of Indian Life | Women and the Family | The Puritan Family | Church and State in Puritan Massachusetts | Puritans and Indians

DIF: Difficult MSC: Analyzing OBJ: 6. Explain how the English Civil War affected the colonies in America. | 1. Describe the main contours of English colonization in the seventeenth century.

4. Explain the reasons behind the various conflicts between the English and the Indians. How do differing perceptions of land and liberty fit into the story? How do trade and religion play a part?

ANS: Answers will vary. TOP: Political History | Social History | Ethnicity | Economic Development | Puritans and Indians | The Pequot War | Powhatan and Pocahontas | The Uprising of 1622 | Englishmen and Indians | Transformation of Indian Life | Changes in the Land DIF: Moderate

MSC: Analyzing OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome. | 3. Explain how Virginia and Maryland developed in their early years. | 5. Describe the main sources of discord in early New England.

5. John Winthrop distinguished between natural and moral liberty. What was the difference? How did moral liberty work, and how did Puritans define liberty and freedom? Discuss the restrictions of moral liberty and the consequences as illustrated by Roger Williams and Anne Hutchinson. Be sure to address Winthrop's speech in the *Voices of Freedom* box.

ANS: Answers will vary. TOP: Political History | Social History | Moral Liberty | The Puritan Family | Church and State in Puritan Massachusetts | Roger Williams | Rhode Island and Connecticut | The Trials of Anne Hutchinson DIF: Moderate

MSC: Analyzing OBJ: 4. Identify what made the English settlement of New England distinctive. | 5. Describe the main sources of discord in early New England.

6. Compare the Chesapeake and New England colonies. Explore the various reasons for the colonists' emigrating to the New World, their economies, gender roles, demographics, religion, and relations with the Indians. How did land ownership compare from one region to the other? Which pattern of settlement is more representative of American development after the seventeenth century?

ANS: Answers will vary. TOP: Political History | Social History | Ethnicity | Economic Development | The Jamestown Colony | From Company to Society | A Tobacco Colony | Powhatan and Pocahontas | The Uprising of 1622 | Women and the Family | The Maryland Experiment | The Pilgrims at Plymouth | The Great Migration | The Puritan Family | Puritans and Indians | The Pequot War | The New England Economy DIF: Difficult MSC: Evaluating

OBJ: 2. Identify the obstacles the English settlers in the Chesapeake had to overcome. | 3. Explain how Virginia and Maryland developed in their early years. | 4. Identify what made the English settlement of New England distinctive.

7. Both religious freedom and the separation of church and state are taken for granted today. In seventeenth-century colonial America, freedom and religion did not necessarily go hand in hand, for many believed that the church ought to influence the state. Describe the varying degrees of religious freedom practiced in the colonies as well as differing attitudes about the relationship between church and state. Be sure to consider the following colonies, at least: Massachusetts Bay, Rhode Island, and Maryland.

ANS: Answers will vary TOP: Political History | Social History | Church and State in Puritan Massachusetts | Roger Williams | Rhode Island and Connecticut | The Trials of Anne Hutchinson | Religion in Maryland | Government and Society in Massachusetts DIF: Moderate MSC: Analyzing OBJ: 5. Describe the main sources of discord in early New England. | 6. Explain how the English Civil War affected the colonies in America.

8. How had the concept of English freedom developed through the centuries before 1700? What had defined freedom, and to whom were liberties granted? How and why had those definitions changed over the centuries? How did the English Civil War help to change those definitions?

ANS: Answers will vary. TOP: Political History | Social History | Ethnicity | Economic Development | The Rights of Englishmen | The English Civil War | England's Debate over Freedom | English Liberty | The Civil War and English America DIF: Moderate MSC: Analyzing OBJ: 5. Describe the main sources of discord in early New England. | 6. Explain how the English Civil War affected the colonies in America. | 1. Describe the main contours of English colonization in the seventeenth century.