

Section 1 Notetaking Study Guide

Question to Think About As you read Section 1 in your textbook and take notes, keep this section focus question in mind: **How did English ideas about government and trade affect the colonies?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

The English Parliamentary Tradition

In 1215, English nobles forced King John to sign the Magna Carta. This was the first document to place restrictions on English ruler's power and limited the monarch's right to levy taxes. It also protected the right to own private property and guaranteed the right to trial by jury.

In 1689, William and Mary signed the English Bill of Rights that upheld these rights: trial by jury, habeas corpus, no monarch could levy taxes or raise an army especially during times of peace unless with the consent of parliament.

Colonial Self-Government

In the Jamestown colony, laws were made by the House of Burgesses. In Massachusetts, laws were made by the General Court. The British government gave full ownership of Pennsylvania to William Penn. However, the colonists forced Penn to agree that only the General Assembly had the right to make laws. By 1760, every British colony in America had some form of legislature.

Freedom of the Press

John Peter Zenger was put on trial because he published articles criticizing the governor. He was charged with libel. The jury found that Zenger was not guilty. This case helped to establish the principle of freedom of the press, which ensures that the press can publish the truth without restriction or punishment.

Regulating Trade

Three laws of the Navigation Acts:

- Ships from Europe to English colonies had to go through England first.
- Imports to England from the colonies had to arrive in British ships.
- The colonies could sell sugar, tobacco and other key products to England only.

The Navigation Acts benefited colonies because it created a sure market for goods and promoted shipbuilding. However, many colonists resented the Navigation Acts because they felt that laws favored England and that they could make more money trading with other countries directly.

Refer to this page to answer the Chapter 4 Focus Question on page 60.

Section 2 Notetaking Study Guide

Question to Think About As you read Section 2 in your textbook and take notes, keep this section focus question in mind: **What were the characteristics of colonial society?**

► Use this chart to record key information from the section. Some information has been filled in to get you started.

Colonial Society	
<p>I. The Family in Colonial Times</p> <p>Most colonists lived on <u>farms</u>. Homes were far apart, so families needed to be <u>self-sufficient</u>. It was easier for <u>single people</u> to support themselves in towns than on farms.</p> <p>II. Men, Women, and Children</p> <p>The key roles that men had:</p> <ul style="list-style-type: none">• <u>fulfill home duties</u>• <u>controlled a family's income & property</u>• <u>represented the family in public life</u> <p>The key roles that women had:</p> <ul style="list-style-type: none">• <u>childcare</u>• Domestic responsibilities: <u>childcare, cooking, laundry and spinning</u>• Outdoor responsibilities: <u>milking, churning and preserved food</u> <p>The key roles that children had:</p> <ul style="list-style-type: none">• Until about the age of seven, children <u>were allowed to play</u>.• By the age of seven, children <u>expected to work to help the family</u>.• An apprentice was <u>someone who learns a trade by working for and living with a tradesman.</u>	<p>III. Social Classes</p> <p>Social class in England was very rigid. People could not easily <u>move from a lower class to a higher class</u>.</p> <p>Classes in Colonial America</p> <p>The Gentry</p> <p>The gentry were the <u>upper</u> class of colonial society. People in this class included <u>wealthy planters, merchants, royal officials & lawyers</u>.</p> <p>The Middle Class</p> <p>This class included the great <u>majority</u> of colonists. People in this class included <u>small planters, independent farmers & artisans</u>. The poor could become part of this class by <u>acquiring property</u>.</p> <p>Indentured Servants</p> <p>An indentured servant signed a <u>contract</u> agreeing to <u>work for someone</u> for 4 to <u>10 years</u> in exchange for <u>passage to America</u>. When the contract was over, the signer was <u>freed & given land, tools and clothes</u>.</p> <p>Free African Americans</p> <p>Free African Americans could own <u>property</u>. They could not <u>vote</u> or <u>sit on juries</u>.</p>

Refer to this page to answer the Chapter 4 Focus Question on page 60.

Section 3 Notetaking Study Guide

Question to Think About As you read Section 3 in your textbook and take notes, keep this section focus question in mind: **How did slavery develop in the colonies and affect colonial life?**

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The Atlantic Slave Trade		
<ul style="list-style-type: none"> The first enslaved Africans were brought to the Americas by the <u>Spanish</u> and <u>Portuguese</u>. Later, the <u>British</u>, <u>Dutch</u>, and <u>French</u> also entered the slave trade. Most slaves were captured in <u>the African interior</u> and then sold to traders along the <u>West African</u> coast. The Middle Passage was <u>the brutal voyage from African to the West Indies</u>. Between <u>15</u> and <u>20</u> percent of captives died during this journey. 		
Three Parts of the Triangular Trade		
1. Ships from New England carried <u>fish and lumber</u> to <u>the West Indies</u> . They returned with <u>sugar and molasses</u> .	2. Ships from New England carried <u>rum and guns</u> to <u>West Africa</u> . There, merchants traded these goods for <u>captive Africans</u> .	3. Ships sailed from <u>West Africa</u> to the <u>the West Indies</u> , where they sold <u>slaves</u> and bought <u>molasses</u> .
Slavery in the Colonies		
<p>The plantation system helped slavery take root in America because <u>many workers were needed to grow tobacco and other crops, and there were fewer indentured servants</u>. Early attempts to stop slavery were <u>not successful and did not last long</u>. In 1663 in Gloucester, Virginia, <u>the first serious slave revolt took place</u>, but failed. In 1739 an enslaved African named Jemmy <u>led another slave revolt</u>. Slave codes were written to <u>restrict the rights and activities of slaves</u>.</p>		
African Cultural Influences		
<p><u>10</u> percent of enslaved Africans lived north of Maryland. Slaves on rice plantations in South Carolina kept many customs of West Africa because <u>they saw few white colonist</u>. Gullah is <u>a dialect that combines English and several African languages</u>. Other examples of West African culture in the Americas:</p> <ul style="list-style-type: none"> crafts such as <u>furniture making, wood carving and quilt making</u> rhythms of <u>drums</u> and musical instruments such as <u>the banjo</u> <u>African folktales</u> 		

Refer to this page to answer the Chapter 4 Focus Question on page 60.

Section 4 Notetaking Study Guide

Question to Think About As you read Section 4 in your textbook and take notes, keep this section focus question in mind: **How did ideas about religion and government influence colonial life?**

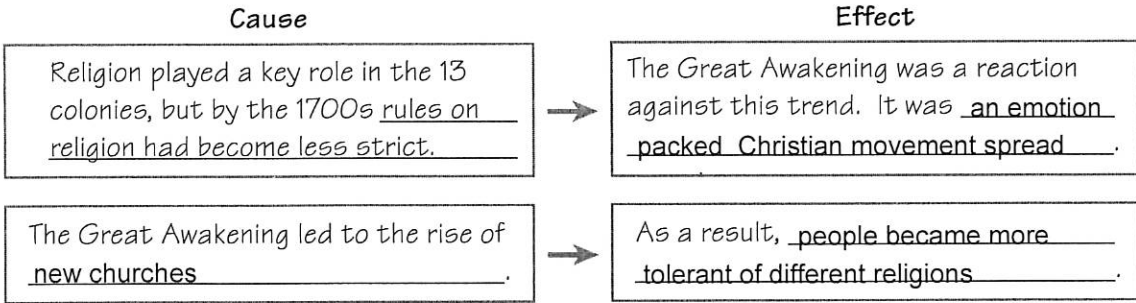
► Use this chart to record key information from the section.

The Importance of Education

Massachusetts' laws requiring schools were the beginning of public schools in America. Colonial elementary schools taught religion, reading, writing, and arithmetic.
 Dame schools were schools that women opened in their homes to teach boys and girls.

Roots of American Literature	
Poetry	<ul style="list-style-type: none"> • Anne Bradstreet was America's first <u>published poet</u>. Her poetry described <u>life in Puritan New England</u>. • Phyllis Wheatley was <u>an enslaved African in Boston who published her first poem at the age of 14</u>.
Ben Franklin	<ul style="list-style-type: none"> • At age 17, Benjamin Franklin started the newspaper <u>Pennsylv Gazette</u>. • <u>Poor Richard's Almanack</u> was his most popular work.

The Great Awakening



The Enlightenment	
John Locke	<ul style="list-style-type: none"> • Defined natural rights: <u>rights that belong to every human from birth and cannot be taken away</u>. • Justified the overthrow of a monarch if <u>the monarch violates people's natural rights</u>.
Montesquieu	<ul style="list-style-type: none"> • Separation of powers: <u>division of government into separate branches</u> • Government should be divided into three branches: <u>legislative</u>, <u>executive</u>, and <u>judicial</u>.

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