

Chapter 2—The Planting of English America, 1500-1733

SHORT ANSWER

Identify and state the historical significance of the following:

1. Lord De La Warr

ANS:

Student answers will vary.

2. Pocahontas

ANS:

Student answers will vary.

3. Powhatan

ANS:

Student answers will vary.

4. Handsome Lake

ANS:

Student answers will vary.

5. John Rolfe

ANS:

Student answers will vary.

6. Lord Baltimore

ANS:

Student answers will vary.

7. Walter Raleigh

ANS:

Student answers will vary.

8. James Oglethorpe

ANS:

Student answers will vary.

9. Humphrey Gilbert

ANS:
Student answers will vary.

10. Oliver Cromwell

ANS:
Student answers will vary.

11. John Smith

ANS:
Student answers will vary.

12. Francis Drake

ANS:
Student answers will vary.

13. William Penn

ANS:
Student answers will vary.

14. Henry VIII

ANS:
Student answers will vary.

15. Elizabeth I

ANS:
Student answers will vary.

16. Philip II

ANS:
Student answers will vary.

17. James I

ANS:

Student answers will vary.

18. Charles II

ANS:

Student answers will vary.

19. Deganawidah and Hiawatha

ANS:

Student answers will vary.

20. George II

ANS:

Student answers will vary.

Define and state the historical significance of the following:

21. nation-state

ANS:

Student answers will vary.

22. joint-stock company

ANS:

Student answers will vary.

23. slavery

ANS:

Student answers will vary.

24. enclosure

ANS:

Student answers will vary.

25. House of Burgesses

ANS:

Student answers will vary.

26. royal charter

ANS:

Student answers will vary.

27. slave codes

ANS:

Student answers will vary.

28. yeoman

ANS:

Student answers will vary.

29. proprietor

ANS:

Student answers will vary.

30. longhouse

ANS:

Student answers will vary.

31. squatter

ANS:

Student answers will vary.

32. law of primogeniture

ANS:

Student answers will vary.

33. indentured servitude

ANS:

Student answers will vary.

34. starving time

ANS:

Student answers will vary.

35. sea dogs

ANS:

Student answers will vary.

36. surplus population

ANS:

Student answers will vary.

Describe and state the historical significance of the following:

37. First Anglo-Powhatan War

ANS:

Student answers will vary.

38. Second Anglo-Powhatan War

ANS:

Student answers will vary.

39. Maryland Act of Toleration

ANS:

Student answers will vary.

40. Barbados slave code

ANS:

Student answers will vary.

41. Virginia Company

ANS:

Student answers will vary.

42. Restoration

ANS:

Student answers will vary.

43. Act of Toleration

ANS:

Student answers will vary.

44. Savannah Indians

ANS:

Student answers will vary.

45. Iroquois Confederacy

ANS:

Student answers will vary.

46. Ireland

ANS:

Student answers will vary.

47. Santa Fe

ANS:

Student answers will vary.

48. Jamestown

ANS:

Student answers will vary.

49. Charles Town

ANS:

Student answers will vary.

50. Tuscarora War

ANS:

Student answers will vary.

51. Protestant Reformation

ANS:

Student answers will vary.

52. Spanish Armada

ANS:

Student answers will vary.

53. Powhatan's Confederacy

ANS:

Student answers will vary.

54. Chesapeake

ANS:

Student answers will vary.

55. English Civil War

ANS:

Student answers will vary.

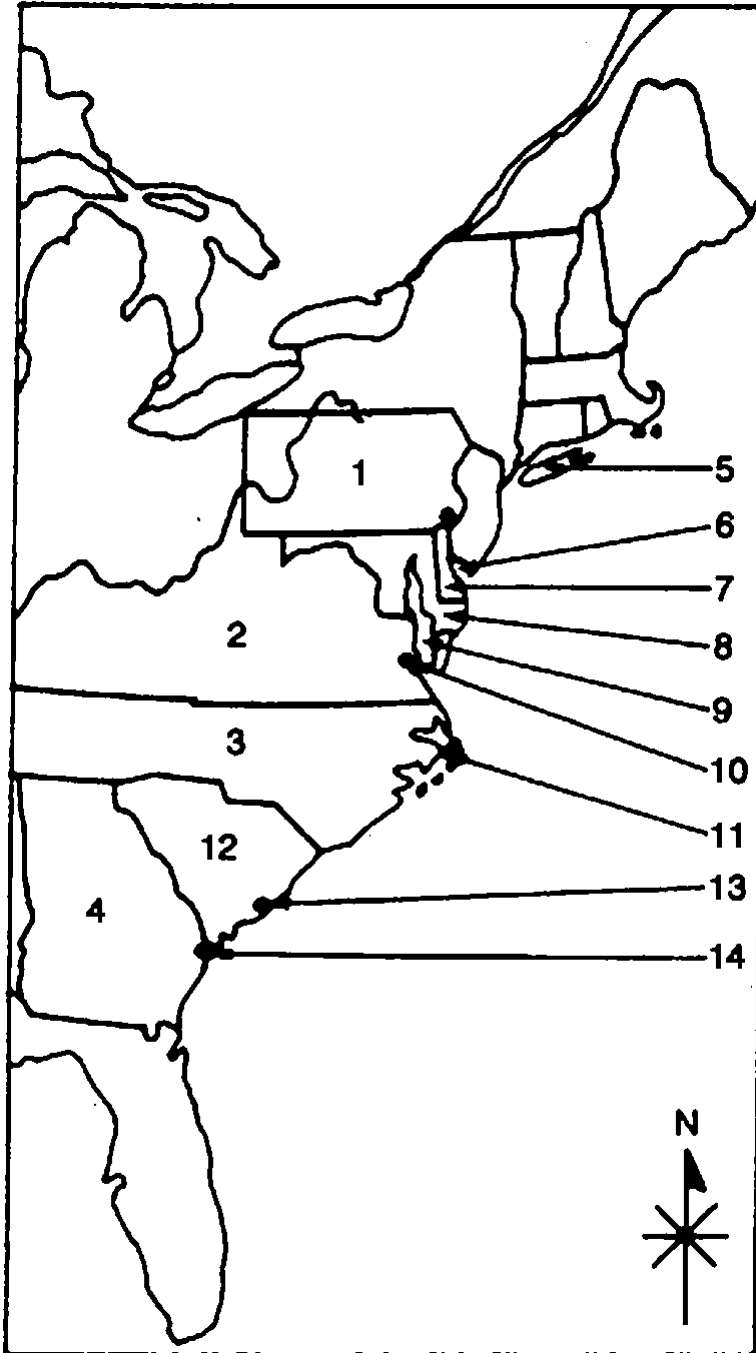
56. Quakers

ANS:

Student answers will vary.

COMPLETION

Locate the following places by reference number on the map:



57. ____ North Carolina

ANS: 3

58. ____ Roanoke Island

ANS: 11

59. ____ Pennsylvania

ANS: 1

60. ____ Virginia

ANS: 2

61. ____ Savannah

ANS: 14

62. ____ Jamestown

ANS: 10

63. ____ South Carolina

ANS: 12

64. ____ Maryland

ANS: 8

65. ____ Chesapeake Bay

ANS: 9

66. ____ Georgia

ANS: 4

92. A peace settlement ended the First Anglo-Powhatan War in 1614 by the
- marriage of Pocahontas to the colonist John Rolfe.
 - mass killing of the entire Powhatan tribe.
 - English agreeing to give up all land in Virginia to the Powhatan tribe.
 - Powhatan tribe agreeing to give up all land in Virginia to the English.
 - agreement of John Rolfe and Pocahontas to divorce.

ANS: A REF: p. 29

93. The result of the Second Anglo-Powhatan War in 1644 can best be described as
- halting white settlement on the frontier.
 - returning the Chesapeake Indians to their ancestral lands.
 - making peaceful coexistence possible between the European and native peoples.
 - ending any chance of assimilating the native peoples into Virginia society.
 - bringing together areas of white and Indian settlement.

ANS: D REF: p. 29

94. After the Second Anglo-Powhatan War, the Powhatan tribe
- were banned from their ancestral lands by the 1646 peace treaty.
 - were forced to live in separate designated areas away from white settlers.
 - were isolated in an early form of what would become the reservation system.
 - were considered extinct by the English in 1685.
 - All of these

ANS: E REF: p. 29

95. Identify the statement that is false.
- The Powhatans were extremely resistant to European-borne maladies, unlike their other Indian counterparts.
 - The Powhatans, despite their apparent cohesiveness, lacked the unity with which to make effective opposition to the well-organized whites.
 - The Powhatans served no economic function for the Virginia colonists.
 - Once the English settlers began growing their own food crops, the Powhatans had no valuable commodities to offer them in commerce.
 - The Indian presence frustrated the colonists, they desperately wanted their land.

ANS: A REF: p. 29

96. The native peoples of Virginia (Powhatans) succumbed to the Europeans because they
- died in large numbers from European diseases.
 - lacked the unity necessary to resist the well-organized whites.
 - were no longer a resource for food once the Virginians began growing their own crops.
 - were not a reliable labor source and could be disposed of without harming the colonial economy.
 - All of these

ANS: E REF: p. 29

103. The summoning of Virginia's House of Burgesses marked an important precedent because it
- failed.
 - was abolished by King James I.
 - was the first of many miniature parliaments to flourish in America.
 - forced King James I to revoke the colony's royal charter and grant it self-government.
 - allowed the seating of nonvoting Native Americans.

ANS: C REF: p. 32

104. A major reason for the founding of the Maryland colony in 1634 was to
- establish a defensive buffer against Spanish colonies in the South.
 - be financially profitable and create a refuge for the Catholics.
 - help the Protestants, by giving them a safe haven.
 - allow Lord Baltimore to keep all the land for himself.
 - repudiate the feudal way of life.

ANS: B REF: p. 32

105. Despite its problems, Maryland prospered, and like Virginia it
- relied exclusively on African slave labor.
 - remained a strong center of cotton production in the South.
 - depended for labor in its early years mainly on white indentured servants.
 - supplied the world's largest supply of beans and corn to Europe.
 - remained a progressive state dedicated to social and economic equality of all its citizens.

ANS: C REF: p. 32

106. At the outset, Lord Baltimore allowed some religious toleration in the Maryland colony because he
- hoped to secure freedom of worship for his fellow Catholics.
 - was a committed atheist.
 - wanted the colony's Jews to be able to practice their faith.
 - hoped to maintain a Catholic majority.
 - was asked to do so by the king.

ANS: A REF: p. 32

107. In 1649, Maryland's Act of Toleration
- was issued by Lord Baltimore.
 - abolished the death penalty previously given to those who denied the divinity of Jesus.
 - gave freedom only to Catholics.
 - protected Jews and atheists.
 - guaranteed toleration to all Christians.

ANS: E REF: p. 32

108. Tobacco was considered a poor man's crop because
- it could be produced easily and quickly.
 - it was smoked by the lower class.
 - the poor were used to plant and harvest it.
 - it could be purchased at a low price.
 - it required complicated processing.

ANS: A REF: p. 32

132. Originally, the Virginia Company intended to
- find a passage through America to the Indies.
 - grow rice as a cash crop.
 - guarantee its settlers the same rights as other English citizens.
 - realize a quick profit from its investment.
 - search for gold.

ANS: A, C, D, E REF: p. 27

133. In American history, 1619 is important because in that year
- blacks from Africa first arrived in English America.
 - tobacco was first cultivated in Jamestown.
 - the House of Burgesses was established for the Virginia colony.
 - Jamestown was founded.
 - Puritans arrived in Massachusetts Bay.

ANS: A, C REF: p. 31-32

134. Like Virginia, Maryland
- cultivated tobacco on plantations.
 - was founded as a religious refuge.
 - created a high demand for labor.
 - was founded by a joint-stock company.
 - had a house of Burgesses.

ANS: A, C REF: p. 32

ESSAY

135. What lessons do you think English colonists learned from their early Jamestown experience? Focus on matters of fulfilling expectations, financial support, leadership skills, and relations with the Indians. What specific developments illustrate that the English living in the plantation colonies tried to apply these lessons?

ANS:
Student answers will vary.

136. In many ways, North Carolina was the least typical of the five plantation colonies. Describe the unique features of colonial North Carolina, and explain why this colony was so unlike its southern neighbors.

ANS:
Student answers will vary.

137. Write your definition of *progress*. Then use this definition to demonstrate that the discovery of America did *or* did not lead to progress in human history.

ANS:
Student answers will vary.

138. Analyze the contribution to European expansion by two of the following developments:
Renaissance thought
Search for new trade routes
New development in technology

ANS:

Student answers will vary.

139. Rank the items in the following list, starting with the one that you think had the most important consequences. Then justify your ranking. Finally, speculate as to what might have happened had these events not occurred.
- The cultivation of tobacco in Virginia
 - The introduction of slavery into the plantation colonies
 - The "enclosing" of croplands in England

ANS:

Student answers will vary.

140. Compare and contrast the ways in which tobacco and sugar affected the social and economic development of colonial America.

ANS:

Student answers will vary.

141. Discuss English treatment of the Irish and its consequences.

ANS:

Student answers will vary.

142. Assess the validity of the following statement, by the end of the sixteenth century "Spain had overreached itself, sowing the seeds of its own decline."

ANS:

Student answers will vary.