 TERMS & NAMES
1. mercantilism, p. 66
2. Parliament, p. 68
4. Dominion of New England, p. 69
5. Sir Edmund Andros, p. 69
6. Glorious Revolution, p. 69
7. salutary neglect, p. 70
8. cash crop, p. 72
9. slaves, p. 75
10. triangular trade, p. 76
11. middle passage, p. 76
12. Stono Rebellion, p. 78
13. Enlightenment, p. 82
14. Benjamin Franklin, p. 82
15. Jonathan Edwards, p. 83
16. Great Awakening, p. 83
17. New France, p. 86
18. George Washington, p. 86
19. French and Indian War, p. 86
20. William Pitt, p. 87
21. Pontiac, p. 88
22. Proclamation Act, p. 88
23. George Greenville, p. 88
24. Sugar Act, p. 89

MAIN IDEAS
1. The Navigation Acts were passed to restrict colonial trade and to stop the colonies from exporting goods to foreign markets.
2. English officials did not enforce restrictive trade measures, while raw materials continued to flow into the homeland and the colonists continued to buy British goods.
3. Germans, Scots, and Scots-Irish
4. the planter class
5. Cold winters and rocky soil restricted New Englanders to small farms.
6. The strict limitations on women’s roles, combined with social tensions, the strained relations with the Native Americans, and religious fanaticism contributed to the Salem witchcraft hysteria.
7. Typical French colonists included fur traders and Catholic priests, neither of whom wished to build towns or raise families, as did the English.
8. The stationing of troops in the newly conquered territories was interpreted by the colonists as a kind of threat.

The French and Indian War (pages 85–89)
7. How did the goals of the French colonists differ from those of the English colonists?
8. What problems were brought about for Britain by its victory in the French and Indian War?

CRITICAL THINKING
1. USING YOUR NOTES In a chart like the one below, show the differences between the Northern and Southern economies that led to the development of two distinct cultural regions.

<table>
<thead>
<tr>
<th>Northern Economy</th>
<th>Southern Economy</th>
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</thead>
<tbody>
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</tbody>
</table>

2. DEVELOPING HISTORICAL PERSPECTIVE How did immigration contribute to the ethnic diversity of the American colonies after 1700?

3. ANALYZING EFFECTS How did the French and Indian War help inspire a sense of unity and shared identity among the colonists?
1. Why was the Glorious Revolution of 1688 significant to the colonies?
   A. William and Mary supported capitalism instead of mercantilism.
   B. William and Mary supported the supremacy of Parliament.
   C. William and Mary appointed Sir Edmund Andros to enforce the Navigation Acts.

2. The Treaty of Paris ending the French and Indian War was signed during the reign of —
   F. Queen Anne
   G. King George I
   H. King George II
   J. King George III

3. In the 1700s an intellectual movement known as the Enlightenment developed in Europe and spread to the colonies. Benjamin Franklin and Thomas Jefferson were among those colonists heavily influenced by Enlightenment ideas. In which of the following ways did the Enlightenment affect the colonists?
   A. Enlightenment ideas led people to expand the trade in enslaved persons.
   B. Enlightenment ideas stirred people to rededicate themselves to God.
   C. Enlightenment ideas persuaded people to establish colonies in order to generate a favorable balance of trade.
   D. Enlightenment ideas convinced people of the importance of civil rights.

4. Compared to the Southern colonies, the Northern colonies in 1720 were —
   F. less economically diverse.
   G. less dependent on trade with England.
   H. more dependent on slavery.
   J. more urban.

ALEXANDER HAMILTON
I tell you gentlemen, if the people do not wake up to the danger of the present moment and put an end to the system of corruption which now prevails, it will be too late to save our country.

ALTERNATIVE ASSESSMENT
1. INTERACT WITH HISTORY
   How can the colonies achieve equality and freedom?
   In a small group, discuss whether or not equality and freedom have been achieved in the United States today. Prepare an oral or visual presentation comparing equality and freedom in the United States today with equality and freedom in the colonies in the early 1700s.

2. LEARNING FROM MEDIA
   Use the CD-ROM Electronic Library of Primary Sources or your library resources to review significant political, economic, and social developments of the colonial period. Then write a short speech commemorating the 100th anniversary of the founding of a colony.
   - Write your speech based on your research, taking into account both hardships and triumphs. What were the key turning points? What lessons are important to remember? And, on the eve of the 100th anniversary, what challenges or difficulties are you prepared to forecast?
   - Conclude your speech by reflecting back on the charter establishing the colony. Has the history of the past 100 years supported or strayed from the original colonists’ intentions?
   - Share your speech with your classmates.

LEARNING FROM MEDIA
   Use the chart and your knowledge of U.S. history to answer questions 1 and 2.

Kings and Queens of England, 1685–1820

<table>
<thead>
<tr>
<th>Kings and Queens</th>
<th>Reigns</th>
</tr>
</thead>
<tbody>
<tr>
<td>James II</td>
<td>1685–1688</td>
</tr>
<tr>
<td>William III &amp; Mary II</td>
<td>1689–1702</td>
</tr>
<tr>
<td>Anne</td>
<td>1702–1714</td>
</tr>
<tr>
<td>George I</td>
<td>1714–1727</td>
</tr>
<tr>
<td>George II</td>
<td>1727–1760</td>
</tr>
<tr>
<td>George III</td>
<td>1760–1820</td>
</tr>
</tbody>
</table>

1. Why was the Glorious Revolution of 1688 significant to the colonies?
   A. William and Mary supported capitalism instead of mercantilism.
   B. William and Mary practiced Catholicism instead of Anglicanism.
   C. William and Mary supported the supremacy of Parliament.
   D. William and Mary appointed Sir Edmund Andros to enforce the Navigation Acts.

2. The Treaty of Paris ending the French and Indian War was signed during the reign of —
   F. Queen Anne
   G. King George I
   H. King George II
   J. King George III

ADDITIONAL TEST PRACTICE, pages S1–S33.