**Study Guide-Chapter 4 sections 4 and 5, pages 112-123 in textbook.**

Part I: Chapter 4-4 (pages 112-116)

1. Define **Yankee**: *New England merchant known for his clever and hardworking ways.   
   A Yankee profited from any deal. The Navigation Acts wouldn’t stop him from earning money, in fact, he’d earn more because of the Black Market they would create for him to operate in.*
2. **Mercantilism**. What was mercantilism? *An economic theory which said that a nation became strong by building up its gold supply and expanding trade. In the colonial times, England’s wealth grew because the colonies provided abundant raw materials to be transformed into finished goods in the British factories.*
3. How does the system of mercantilism in the 1600’s and 1700’s benefit England? How did it help the colonies? *England received low-cost raw materials. The colonies had a guaranteed buyer of their products.*
4. How do the Navigation Acts protect British interests between themselves and the colonies?

*The British colonies had varied and plentiful resources, such as iron, whales and abundant tobacco and cotton. The British protected their access to these precious goods at a cheap price by passing the Navigation Acts, which disallowed the colonies from trading with or purchasing from any other countries besides England.*

1. Why might the colonial merchants have resented the Navigation Acts?

*The Navigation Acts were disliked by the colonial merchants because they stopped them from selling to other nations or buying from other nations, besides England. They also allowed British soldiers to enter into colonial homes to search for smuggled goods.*

1. How do the merchants get around the Navigation Acts?

*They smuggled goods, bribed customs officials.*

1. How might the Navigation Acts have been seen as beneficial to the colonies?

*They guaranteed the colonies a trade partner. England would buy any materials the colonies produced.*

1. What was the structure of most colonial governments? (What did they have? What did the people do?)

*They all had a* ***governor*** *(most were appointed by the king or the colony’s proprietor)*

*They all had an* ***assembly*** *with an* ***upper house*** *(advisors to the governor) and a* ***lower house*** *(made of commoners, elected by the colonists)*

1. Name two ways that the colonial assemblies were a check on the royal governor’s power?

*They had to* ***approve laws and taxes***

1. How was the voting process during the colonial days less fair than it is today?

*Candidates would buy the colonists a drink!*

*Candidates were present during voting, soliciting votes.*

*People announced their votes out loud in front of everyone!*

1. Name and describe the three English documents/events which influenced our early governments and how they ruled.
   1. Magna Carta: (1215)-*The English king had to obey the law. The colonists used this idea in the formation of their governments.*
   2. The Glorious Revolution: (1688)-*English Parliament overthrew the king and replaced him. The colonists believed that poor government could be/must be replaced.*
   3. The English Bill of Rights: *The English government was ruled by a list of freedoms for all English subjects to be protected by the government.*

Part II: Chapter 4-5 (pages 117-123)

1. Describe colonial society during the colonial days in America. What were the three classes and how was life in America changing? (Think of Ben Franklin’s quote on page 117).

*The colonies were thriving. The colonies were active, busy and prosperous. The cities were bustling.*

*3 classes:*

*1. Gentry—the wealthy planters, merchants, ministers, successful lawyers and royal officials.*

*2. middle Class-famers who worked their own land, skilled craftsworkers, tradespeople*

*3. lower class- hired farmhands, indentured servants and slaves*

1. **Enlightenment**: What was the Enlightenment?

*A movement when scientists and thinkers believed that reason and logic could be used to explain the world.*

1. **The Great Awakening**: What was the Great Awakening?

*A Christian religious movement during the 1730’s and 1740’s in which drama and emotion were used by preachers to draw large crowds of followers. Led to increased literacy because people were told they had to read the bible to stay out of hell.*

1. How did preachers like Jonathan Edwards and George White try to influence colonists?

They were powerful speakers who told people to fear God and to read the bible to save their souls from the devil.

1. Describe education and how it differed in the New England, Middle and Southern colonial regions.

*New England—public schools for boys, dame schools for girls*

*Middle colonies—private schools for boys*

*Southern colonies—private tutors*

*All colonies—apprenticeships for boys whose parents wanted them to learn a trade or craft.*

1. **John Peter Zenger:** Who was he and how did he influence American rights and freedoms?

Zenger was the publisher of New York’s *Weekly Journal. He was arrested for printing stories which criticized the governor, and accused of libel (publishing a statement which must unfairly damage someone’s reputation). He was found NOT GUILTY. This decision established Freedom of the Press, part of our Constitution.*

1. How did the improved travel and postal services of the colonial era lead to increased sharing of information?

Better roads and a reliable postal service allowed people, information and ideas to travel to different parts of the colonies. Colonists would now start to share information about what was happening in their “neck of the woods”.

**Short Answer**

Respond using complete sentences. Be sure to restate the question in your topic sentence.

1. In what ways were the colonies changing from a group of British “children” into more independent American “teenagers”? Name and relate some laws, experiences and movements that bonded them together, making them different from the British (think cultural movements, British laws, types of jobs, etc.) which helped to give them their own personal identity.

*At the start of the Colonial era, many left Britain to find freedoms or riches, as the Pilgrims in Plymouth or the settlers of Jamestown did. These colonists worked hard to build houses, roads and churches. They acted as subjects of the English king with little complaint, because they were happy to be starting a new life with new freedoms*.

*As the colonies grew, however, the colonists began to develop a strong economy based on farming, crafts and trade, new governments with assemblies made up of commoners, as well as new ways of thinking, as shown by the Great Awakening and its teachings. The colonists were becoming independent economically and politically, so the English government started to pass more laws restricting their freedoms, like the Navigation Acts, which required the colonies to trade only with the English. These new restrictions actually made the colonists more united, because they gave them a common ground. Now, they could all be angry at the British! Over time, more restrictions from England, combined with a growing American identity will lead to our independence.*

1. How did Ben Franklin exhibit the Enlightenment spirit? Name and explain some of his inventions and his ways of thinking which show that he was an “Enlightenment Man”.

The Enlightenment was a movement which started in Europe, in which scientists and thinkers began applying reason and logic to everyday problems. Ben Franklin used logic and reason in his inventions and writing to help people deal with everyday problems, too. For instance, Franklin invented the bifocal, so that a person could see both near and far with the same pair of glasses. In his weekly publication, *Poor Richard’s Almanac*, Franklin wrote useful information, helpful to regular people as well as fun and clever quotes, such as “Early to bed, early to rise, makes a man healthy, wealthy and wise”. In these ways, Franklin was truly an Enlightened man!