

Chapter 4 Study Guide

Total Number of Pages: 38

Guided Reading Pages: 19

Dates Covered by Chapter: ca. 1607-1753.

Events, Innovations, and Individuals

Remember to include the Why Does It Matter (WDIM)

[Trans-] Atlantic slave trade (pg. 137)—The formalized business of slave trading, and its related businesses, out of Africa in the 1700s and 1800s. Ties large segments of the trans-Atlantic economy to the practice in the ever-increasing demand for labor.

WDIM—

Middle Passage (pg. 141)—The name given to the portion of the trans-atlantic trade where African slaves crossed the Atlantic in slave ships under the harshest of conditions.

WDIM—

Republicanism (pg. 152)—System of government in which economically independent citizens actively participate in civic life by electing government officials to manage the affairs of state. Historically, full of restrictions.

WDIM—

Liberalism (pg. 152)—Political philosophy that suggests that government in whatever form it takes must be the result of a “social contract” made between people for their mutual benefit. People must make the contract willingly and in so doing agree to curtail their natural liberties in certain contexts for the sake of social order.

WDIM—

deference (pg. 155)—An assumption that wealth, education, or social prominence carries with it a right to public office.

WDIM—

salutary neglect (pg. 156)—British policy towards the American colonies 1600 and 1700s wherein the colonies were basically left to govern themselves.

WDIM—

American Enlightenment (pg. 160)—Philosophical movement that holds that all fields of human endeavor must be approached through reason and that human beings are capable of that standard. The American Enlightenment takes hold in the early 1700s and is not anti-religious like some forms of the movement.

WDIM—

First Great Awakening (pg. 161)—Christian religious revival in the 1730s that stressed a renewed, personal relationship between individuals and God as the key to salvation.

WDIM—

Albany Plan of Union (pg. 174)—Proposal crafted by Benjamin Franklin in 1754 that sought to unite the American colonies for mutual benefit and defense.

WDIM—

Chronology and Context

What is happening in the larger world outside of what will become the United States during this time and how did those things affect American History? (Identify 3)

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- —
- —

Guided Reading

❑ Slavery and Empire p. 137

- (SOC) What factors contributed to the growth and formalization of slavery in the American colonies?

❑ Atlantic Trade p. 138

- (WXT) What distinguishes the Trans-Atlantic Trade of the 1700s from the Columbian Exchange of the 1500s (students confuse these all the time)?

❑ The Middle Passage p. 141

- (see image) (R.4) (R.5) Why might Foner have included this particular image when discussing the Middle Passage?

❑ Chesapeake Slavery p. 141

- (WXT) What is the commodity produced by slavery in the Chesapeake and how does its “economy of scale” impact the development of slavery in the region?
- ❑ The Rice Kingdom p. 144
 - (ARC) What distinguishes South Carolina slavery from the practice in the Chesapeake region?
- ❑ The Georgia Experiment p. 144
 - (ARC) How is the Georgia colony’s original purpose altered by its settlers and why?
- ❑ Slavery in the North p. 146
 - (ARC) (MIG) Why is slavery not as widespread in the Northern colonies as in the Southern ones in the colonial era (all colonies practiced it, so we are not talking about abolition movements yet. That is a later chapter)?
- ❑ African American Cultures p. 148
 - (R.5) (PCE) (GEO) How does Foner support his claim that the regional variations of slavery and geography impacted the creation of distinct African American cultures?
- ❑ The Crisis of 1739-1741 p. 149
 - (NAT) What do the slave revolts of 1739-1741 suggest about the notion of liberty and how it affected thought in colonial America?
- ❑ The British Constitution p. 150
 - (R.6)) What are the paradoxes of British liberty as Foner describes them?
- ❑ Republican Liberty p. 152
 - What characteristic is essential to the notion of republican liberty and what does it mean?
- ❑ Liberal Freedom p. 152
 - (NAT) How are the notions of republicanism and liberalism similar and how are they different (these terms do NOT mean the same thing as they might today, so do not confuse them with modern political rhetoric)?

- ❑ The Right to Vote p. 154
- ❑ The Rise of the Assemblies p. 156
- ❑ Freedom of Expression and its Limits p. 158
- ❑ The Trial of Zenger p. 159



Consider these together

- (NAT) How do the events described in the sections above foreshadow later developments in the American system of government?

❑ The American Enlightenment p. 160

- (NAT) How does Benjamin Franklin embody the ideals of the American Enlightenment?

❑ Religious Revivals p. 161

- (WOR) What events in the 1730s might have sparked the larger religious revivals in the monotheistic faiths (Consider how changes in the world might affect people with more traditional ways of seeing the world)?

❑ The Awakening's Impact p. 162

- (NAT) How might the intersection of the American Enlightenment and the First Great Awakening contribute to an emerging American Identity?

❑ The Middle Ground p. 167

- (WOR) How does the concept of the “Middle Ground” as Foner describes it illustrate the American colonies place in larger global affairs?

❑ The Seven Years' War p. 168

- (WOR) What role does George Washington play in the French and Indian War and how might that come to matter in later history?

❑ Pontiac's Rebellion p. 169

- (PCE) What does Foner claim is the true agenda of the Ohio Valley tribes in their decision(s) to aid either the French or British in their historic conflicts (all peoples have a motive in their foreign policy)?

❑ The Proclamation Line p. 170

- (PCE) What was the British government's reason for the Proclamation of 1763 and how did the American colonists react (remember that thing about motives)?

❑ Pennsylvania and the Indians p. 170

- (ARC) How did the French and Indian War alter the Pennsylvania experiment?

Reasoning

Provide examples from the chapter for each and explain how your example is best understood with that line of reasoning:

- Change Over Time—
 - What is the situation as described at the beginning of the chapter?
 - How have things changed by the end of the chapter and why?
- Causation—
 - What is ONE event, innovation, or individual that alters the situation and how?
 - What is a SECOND event, innovation, or individual that alters the situation and how?
 - What is a THIRD event, innovation, or individual that alters the situation and how?
- Compare and Contrast—
 - How do the events, innovation, or individuals in the chapter affect groups of people the same and how are the effects different?
 - Who wins and who loses because of the events in this chapter? What is won or lost?

Connections

Identify and explain (2) events, innovations, or individuals from the chapter and explain how they still affect us today:

1. –

2. –

Argumentation

Answer each of the following questions related to the content of the chapter and defend your reasoning with evidence:

1. –How is the reality of colonial era slavery best communicated to the uninformed?
2. – Why might some historians refer to the French and Indian War as America's first world war? What distinguishes it from prior colonial-era conflicts?

Unanswered Questions

Identify and explain (2) things from the chapter you would still like to know after completing it:

1. –

2. –